REPORT RESUMES

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THE CAREERS OF ENGLISH MAJORS.

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NATIONAL COUNCIL OF TEACHERS OF ENG., CHAMPAIGN, ILL

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DESCRIPTORS- *CAREERS, *COLLEGE GRADUATES, *LIBERAL ARTS MAJORS, *ENGLISH, VOCATIONAL FOLLOWUP, CAREER CHOICE, NCTE,

THE OBJECTIVES OF THIS STUDY WERE TO REVEAL WHAT HAPPENS TO ENGLISH MAJORS AFTER GRADUATION, TO SEPARATE AND EXPLORE SIGNIFICANT FACTORS IN THEIR CAREER DEVELOPMENT, AND TO DETERMINE WHETHER OR NOT SIGNIFICANT TRENDS OR PATTERNS EMERGE. THE SAMPLE POPULATION WAS COMPOSED OF 98 MEN AND 76 WOMEN WHO HAD RECEIVED THE A.B. DEGREE IN ENGLISH BETWEEN 1953 AND 1957 FROM FIVE MIDWEST COLLEGES AND UNIVERSITIES. DATA WERE OBTAINED FROM QUESTIONNAIRES, TRANSCRIPTS SUPPLIED BY THE COOPERATING INSTITUTIONS, AND TAPE-RECORDED INTERVIEWS WITH 25 ENGLISH MAJORS. THE OCCUPATIONS OF THE 31 CAREER WOMEN WERE TOO VARIOUS TO PERMIT DETAILED ANALYSIS OF TYPICAL CAREER PATTERNS, ALTHOUGH IT WAS NOTED THAT MOST HAD RETURNED TO COLLEGE FOR POST-GRADUATE STUDY. OF THE 30 WOMEN NO LONGER EMPLOYED, MOST HAD BEEN TEACHERS OR SECRETARIES, AND A FEW HAD BEEN JOURNALISTS OR WRITERS. FIFTEEN WOMEN HAD NEVER BEEN EMPLOYED FULL-TIME. AMONG THE MEN, 25 EACH WERE IN BUSINESS OR EDUCATION, 15 WERE IN JOURNALISM OR WRITING, 25 IN OTHER PROFESSIONS, SEVEN IN GOVERNMENT SERVICE, AND TWO HAD NO ESTABLISHED CAREER. BOTH THE MEN AND THE WOMEN WERE MOTIVATED BY INTEREST IN THE SUBJECT RATHER THAN BY CAREER CHOICE IN SELECTING ENGLISH AS THEIR MAJOR. THE WOMEN FOUND CAREER CHOICES MORE DIFFICULT TO MAKE AND POSITIONS MORE DIFFICULT TO SECURE THAN DID THE MEN, ALTHOUGH THE MEN WERE NOT READY TO CHOOSE A CAREER UNTIL NEAR OR AFTER GRADUATION. (THIS REPORT IS AVAILABLE FROM THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820, STOCK NO. 17109, $3.00.) (RD)

THE CAREERS OF ENGLISH MAJORS

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ELIZABETH BERRY

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

THE CAREERS OF ENGLISH MAJORS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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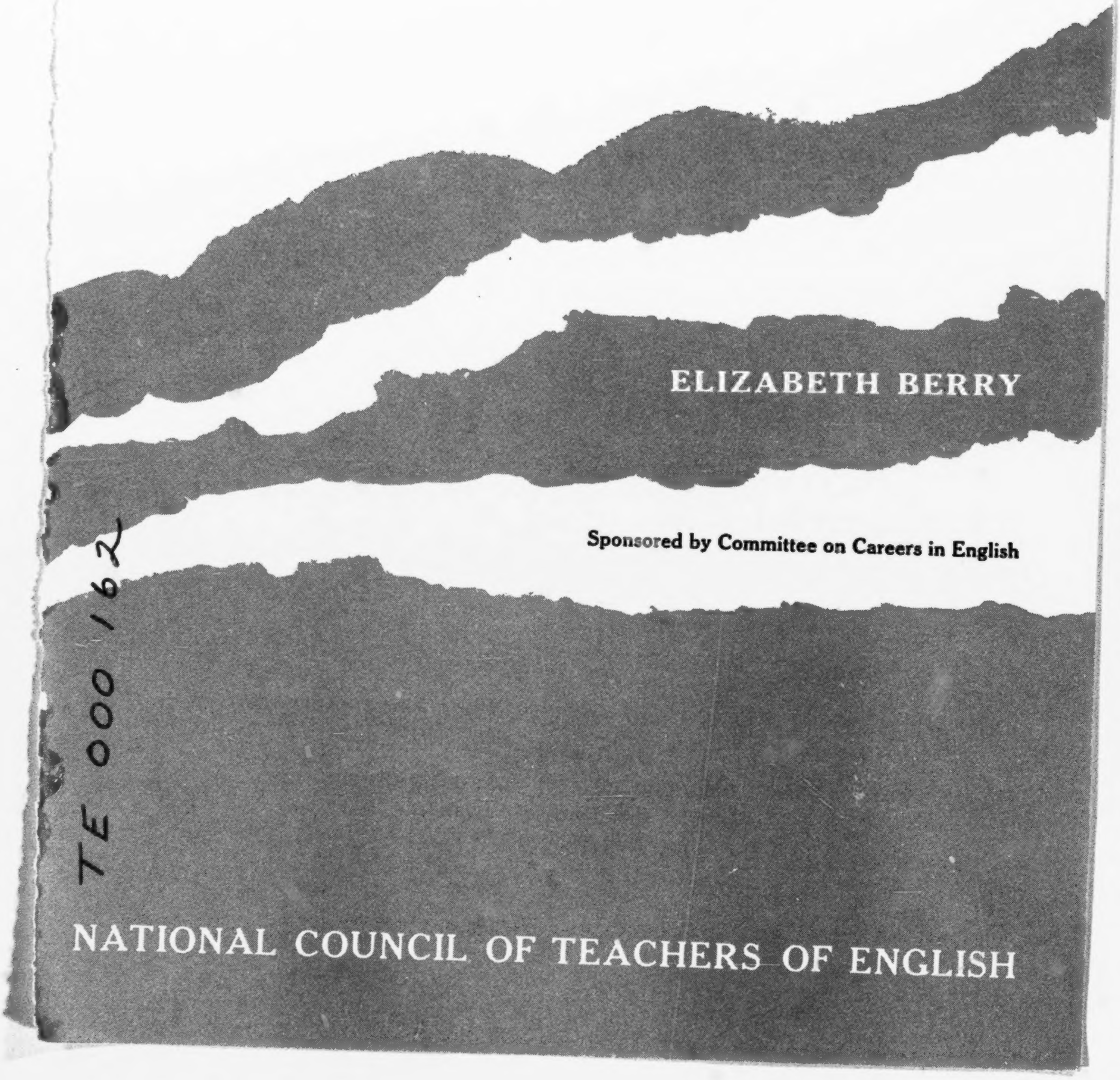

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Sponsored by Committee on Careers in English

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Foreword

Several years ago the National Council of Teachers of English appointed me to head a committee whose designated purpose was to prepare a bulletin for high school and college students on the topic, "The Careers of English Majors." In preparation for the committee assignment I first went to the library to determine what books, professional articles, or research reports were available dealing with this important topic. The shelves were bare. I uncovered a few research studies of liberal arts graduates that made occasional reference to English majors, and I also found a few articles and pamphlets that made some reference to the importance of the humanities or communication skills in the work of a business executive. But nowhere did I find any account of a scholarly research study of English majors that would yield the desired information on their potential in the career world.

I next sent out letters of inquiry to the chairmen of 200 English departments in colleges and universities asking them to supply me with a summary of any research they had done or knew about relevant to this topic. Only two institutions could furnish me with any data, and in both cases their studies proved to be too limited in scope or lacking the depth necessary for national significance. At this point it became clear to me that the committee could not prepare a bulletin, for there was no significant research available to form its basis. Since committee efforts to prepare a publication had to be abandoned, I personally undertook an exploratory study which would provide the knowledge necessary for a careers bulletin and which might also stimulate continuing research on this timely topic.

A research design evolved after consultation with numerous authorities in the field of education, behavioral sciences, and career study. Notably, I received valuable assistance from Dr. Donald Super, national authority in the field of vocational guidance, Columbia University; Dr. Warren Peterson, Director of Research in Education and Behavioral Sciences, Community Studies, a nonprofit research organization in Kansas City; and Dr. Harrison Godfrey, Professor of Educational Research and Statistics, University of Missouri at Kansas City. The study that followed was a descriptive or exploratory one, with proper controls to insure its validity.

The material for this bulletin has been extracted from a 400 page manuscript describing in detail the original study and its outcome. Space would not permit the publication of the entire manuscript, so only those findings most directly related to the career choice, college preparation, and job progression of English majors have been extracted and summarized herein. Omitted are the findings of the research study which focus primarily on the personal characteristics of English majors as expressed through their leisure time activities and home life.

Finally, a word of caution to the student reader. There was no attempt in this study to make a total evaluation of either the English departments or the liberal arts colleges of those five institutions that participated in this research. Since all institutions of higher learning have both strengths and weaknesses, any study of this type is bound to call attention to some of them. I am indeed grateful to the English professors and the college executives of the five institutions, for it was their objective attitude in allowing me to examine their graduates, their generosity in assembling data and making it available to me, that made possible the initial research and this final publication.

Elizabeth Berry

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What This Book Is About

In the early history of the country, students entered college to study for the ministry or to study the classical tradition, accepted by the upper class as paths to social exclusiveness. But eventually, technical and professional schools, an outgrowth of the American pragmatic spirit, were established for those who wanted to pursue a trade or enter a profession. At the same time, the liberal arts college continued to attract others into a program which combined the humanities with the sciences, integrating several different disciplines to preserve the concept of the "well-rounded" man. For many years the argument—liberal arts versus practical education—continued, but with diminishing intensity. Some still asked, "Is the primary purpose of a college education learning to earn or learning to be?" Many suggested a compromise, a liberal arts degree combined with a technical or professional education. These are not superficial issues to be casually tossed aside, but lead to an important queston. What is the proper education for modern man in a democratic society? In any society? Each generation must face this question anew, and a nation may rise or fall on its decision.

The folklore about the English major in the liberal arts college has long been the subject of American humor. Who has not had his attention directed to the anemic long-hair on the college campus who is majoring in English, an impractical art? Who is not acquainted with the caricature of the English major running around on the college campus spouting poetry or lines from Shakespeare, and who later goes out in life spouting this same sentimental verse when the situation calls for professional analysis? Or the English major wrapped in battik writing free verse in a garret? Or the English major who sells brushes to housewives in the mornings to support himself while he writes the great American novel? It was not too many years ago that the English major was considerd an idealist living in the age of the practical man. This is the folklore. It is both fact and fiction.

While the folklore is endless, the facts about English majors have been scarce. Beyond the self-evident fact that the English major is a liberal arts candidate, there is a blurred picture. Several questions remain unanswered: Why do some students major in English? What personal or vocational goals do they have in mind when they make this choice? What types of jobs do they desire? What types do they get? Exactly what kind of people are they? Do they feel that an English major is satisfactory preparation for entrance into professional school? For preparation for marriage and family living? How do they feel about their college education in retrospect?

There is an obvious necessity for exploring these questions and providing information for the undergraduate student's use. During a student's high school and college years, the choice of a field of study becomes a major concern. The student is burdened with thoughts and doubts as to whether English should be his major, and whether it will offer him a wide field of career possibilities. There are, of course, many other questions. Some students remain silent, possessed by the conviction that they are majoring in English because of their love for literature or, perhaps, because of their secret ambitions to become writers. Some of them do not worry about careers, especially the ones whose financial security is assured, and assume that something will come their way. And some with perhaps a greater degree of foresight and maturity know early that they are going to follow up their liberal arts degree with professional school. But among all these groups are many other students who major in English either because they enjoy it or because it appears to be, in terms of their aptitude, the surest way of graduating without academic disaster. These students progress through college without anyone ever questioning them seriously about what they plan to do. They never step through the door of the college placement office; they do not even know about it. They have no family fortune to see them through the trial and error method of becoming established in an occupation. Perhaps there are moments when they gaze out a classroom window pondering what they will eventually do, but usually they are out on the street before they come face to face with the issue.

A certain amount of floundering may be essential to the start of any career, and almost every college graduate experiences this before settling down. Since he must eventually settle down, however, he needs to be presented with formal and informal opportunities during high school and college years to talk about careers, to test careers with part-time jobs, and to experience a wide range of subjects and activities that will help him come to terms with himself.

In recent years, although more vocational guidance is being made available to young people, too often the most important questions are left unanswered. The English major needs more information than a mere listing of jobs, salaries, and educational qualifications, and more than the recruitment pamphlets which flood the mail. In addition he needs to know the feelings and attitudes of a person in a certain type of work, the responsibilities that the job entails, and the kind of life that the worker leads. Only then is an intelligent vocational choice possible.

THE NATURE OF THE EXPLORATORY STUDY

This follow-up exploratory study of college graduates who majored in English is divided into two parts—Part I for men and Part II for women. Besides grouping the English majors into broad categories according to sex, they are grouped into broad vocational categories. Processes of classification differed for both men and women because the dreams, aspirations, and realities of English majors reveal major sex differences.

The objectives of the study are essentially to reveal what happens to English majors once they are out of school and on their own; to examine the collected data, to separate and explore significant factors in the career development of the respondents, and to determine if any significant trends or patterns emerge.

Subjects Included in the Study

The English majors cooperating in the research are the products of five colleges and universities located in the Midwest. The institutions represented are the University of Kansas, the University of Missouri, Rockhurst College, Park College, and the University of Kansas City.[1] (Brief descriptions of the participating institutions are found in Appendix I, p. 156.) They were selected because they were accessible, were willing to cooperate, and were representative of colleges and universities in many other parts of the United States. Furthermore, the combined enrollments of these institutions represent all ages, socioeconomic levels, interests and ability levels, and both urban and rural backgrounds. The possibility of including a state college in this study was rejected because most of its English majors had early and firm commitments to a teacher education curriculum and a B.S. in Education degree. This study is limited to those English majors who pursued the A.B. degree in the liberal arts college.

Procedures Used

In the fall of 1962, letters were sent to the chairmen of the English departments of the five colleges and universities whose English majors had been selected for study. Names and addresses of 267 English majors, graduating during the years 1953–1954–1955–1956–1957, were returned. These five years were purposely selected, because they represent a strategic time range for an exploration of this kind. After too many years, a graduate's judgment is likely to suffer from a "halo" effect: the problems and failures of today becoming the "good old days" of tomorrow. In the opposite sense, the recent graduate may not have yet acquired the proper degree of experience or perspective. During the formative stages of the study, it was discovered that some English majors move directly into jobs after completing the A.B. degree, some pursue advanced study, some enter professional schools, and some enter the military service. This study goes back five to ten years to allow time for these divergent paths.

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[1] At the time of this study, the University of Kansas City was a private institution. It is now merged with the University of Missouri, as a branch of the state university, known as the University of Missouri at Kansas City.

This study draws information from several sources. *First,* the writer employed an open-end questionnaire,[2] which seemed superior to checklists and scales because it permits greater freedom of response and also reveals the personal characteristics of the respondent. The decision to employ the open-end type questionnaire was rooted in the belief that the English major would be willing to devote the time necessary for thoughtful answers. This unstated hypothesis turned out to be right: 68.2% responded.

The *second* source of information on each of the graduates came from the transcripts supplied by cooperating institutions.

A *final* source of data came from twenty-five tape recorded interviews, selected from a group of fifty-two English majors residing in the greater Kansas City area.

Statement of Validity

Several statistical controls were exercised in the original study to insure the validity of this research. First, on the questionnaire some of the questions deliberately overlapped to test for consistency of responses. An analysis of results shows that 94 percent of the respondents were consistent in their answers. A second control was set up to check on the honesty or objectivity of the respondents in answering the questions. On the questionnaire, the respondents were asked to give an estimate of their college grades. They had no way of knowing that the author already had a college transcript for each of them. Out of 174 respondents, 167 or 96 percent of them gave an honest estimate.

A final check to insure the soundness of this research was exercised in the tape recorded interviews. The author, who holds a doctorate in guidance, made use of her highly developed interviewing skills to phrase questions in such a way as to draw information from the English major without suggesting any specific answers.

THOSE WHO RESPONDED: AN OVERVIEW

The young man's work history between his first full-time job and his permanent adult occupation is likely to be very checkered. This period is one of high mobility, residentially as well as occupationally. While this may not apply to every English major who pursues a profession, it is certainly true of a large number who take other career paths. The open-end questionnaire, including a cover letter of explanation, was addressed to 267 of them. Because of inadequate address or death, this number was reduced to 255. Of the latter number 50 percent responded. After a personalized follow-up post card was sent three weeks later and then a second questionnaire with an enclosed note from the author, the questionnaire yielded a response of 68.2 percent of those who actually had an opportunity to participate. Seventy-one percent of the men and 65 percent of the women responded—or ninety-eight men and seventy-six women. (Chart I is a composition of the working list and respondents.)

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[2] A copy of the questionnaire is found in Appendix III.

Chart 1: Summary of 255 English Majors Included in this Study
Classified by Institution, Sex, and Number

Institutions Represented in Study	Total Number of English Majors Who Received Questionnaires			Total Number of English Majors Who Responded			
	Men	Women	Total	Men	Women	Total	Percent
University of Kansas	36	62	98	23	42	65	65.3
University of Missouri	51	16	67	35	9	44	65
University of Kansas City	20	26	46	13	17	30	65.2
Rockhurst College	22	0	22	19	0	19	86.4
Park College	9	13	22	8	8	16	72.7
Total	138	117	255	98	76	174	68.2
Percentage of Total	54.1	45.9	100	56	44	100	

Classification by Sex, Age Range, and Marital Status

A first glance might indicate that more men than women major in English, but such a conclusion can not be drawn from the present survey due to the fact that Rockhurst College is an institution for men. Another divergence from the average is the fact that one of the four coeducational institutions, the University of Missouri, is predominantly male.

Although the English majors selected for this study were graduated with the A.B. degree during the years 1953 through 1957, their individual ages are not necessarily consistent because there are accelerated students and some older men and women who returned to college after a lapse of time. Chart 2 gives the age range of the respondents combined with information on marital status and sex. (The typical English major in this report is married and has two children.)

The Content of the Liberal Arts Degree and the English Major

The college catalogs and transcripts of the English majors indicate a similarity in general requirements for the liberal arts degree at all five institutions. All of the English majors pursued a broad general education program during the first two years, which emphasized English composition, the humanities, laboratory sciences, foreign language, and

CHART 2: SEX, AGE RANGE, AND MARITAL STATUS OF RESPONDENTS

Age	Men				Women			
	Married	Single	Divorced	Total	Married	Single	Divorced	Total
26	3	1	1	5		1		1
27	6	1		7	5	1		6
28	13	5		18	5	3	1	9
29	14	1		15	11	1	1	13
30	12	4		16	14	1		15
31	14	1		15	6	1		7
32	3	2		5	2	1		3
33	2			2	2	2		4
34	4	1		5	1			1
35 or Over	8	2		10	12	3	2	17
Total	79	18	1	98	58	14	4	76

social sciences. About half of the English majors took a college mathematics course, usually college algebra, trigonometry, or calculus; many took physics or chemistry.

In four of the five institutions the content of the English major concentrates primarily on literature. Beyond the required six hours of freshman composition, only a few had taken more than one additional course in any facet of language or writing. The situation differed for English majors at the University of Missouri; they had a choice to concentrate in either literature or creative writing. Even with the literature major, the majority of them took additional courses in language, exposition, or creative writing.

Vocational Goals of Respondents

The respondents were asked to state their reasons for choosing an English major; more specifically they were asked to state their personal or vocational goals at the time of their choice. (It should be kept in mind that the major in the liberal arts college is usually declared at the beginning of the junior year.) Chart 3 lists their answers. Fifty-two percent of the respondents had specific vocational goals; 48 percent had no vocational goals whatsoever. Since this analysis is misleading, if viewed alone, Chart 4 presents further clarification. Forty-eight percent of the 52 percent who had definite vocational goals maintained them; 52 percent did not. It may be concluded that 76 percent of the respondents in this study either had no vocational goals or only tentative ones which were later changed.

Those Selected for Tape Recorded Interviews

Of the total of 174 English majors, 52 who reside in the Kansas City area were grouped according to occupation. The 25 interviewed were randomly chosen from the occupational classifications used in direct proportion to their total number. Because of lack of space, these inter-

Chart 3: Reasons Given for Choice of an English Major
Personal and Vocational Goals

	Kansas		Missouri		Kansas City		Rock-hurst	Park		
	Men	Women	Men	Women	Men	Women	Men	Men	Women	Total
HAD CAREER GOALS										
Writing–journalism	4	6	13	2	1	2	4	2	1	35
Public school teaching		7	2		3	4	1	1	3	21
College teaching		4	6		1		3		1	15
Best background for law	2		1		3		1			7
Best background for medicine	6									6
Best background for seminary	1		1					2		4
Best background for librarian		1								1
Best background for business							1			1
Total with stated vocational goals	13	18	23	2	8	6	10	5	5	90
NO CAREER GOALS										
Personal interest in subject	9	18	12	3	5	11	9	3	3	73
Offers broadest background	1	2		2						5
Accumulated most hours in it		2		2						4
Parent's choice		1								1
Weakest subject, wanted to master it		1								1
Total with no vocational goals	10	24	12	7	5	11	9	3	3	84

views are excluded and substituted with carefully selected excerpts. Selection of certain interviews and excerpts was based primarily on the necessity to include as large a variety of jobs or professions as space would allow.

The purpose of this bulletin is not to tell any English major what he ought to do, for choosing a vocation is a very complicated process. This bulletin can be helpful to the college student or English major by exploring with him the great variety of careers that English majors enter, the nature of their occupations, the kinds of lives they lead, and the satisfactions they seek. It is hoped that this will stimulate the college English major to think more imaginatively about his own poten-

CHART 4: STATUS OF VOCATIONAL GOALS OF ENGLISH MAJORS IN COLLEGE

	Number of Men	Percent	Number of Women	Percent	Total Number of Men and Women	Percent
Total Number of English Majors in Study	98	100	76	100	174	100
Number having specific vocational goal when declaring the English major	38	39	45	59	83	48
Number having no vocational goal when declaring the English major	59	61	31	41	90	52
Number with specific vocational goals who maintained these goals	29	50	14	45	43	48
Number with specific vocational goals who later changed their goals	30	50	17	55	47	52
Number having no vocational goals or who later changed their original goals	68	70	62	82	130	76

tial in the career world. Among other things, this bulletin should dispel the stereotype of the English major as one equipped for only a few kinds of positions in the career world, namely those having to do with teaching and writing. He can do these kinds of jobs and many more. In reality, with a critical mind sharpened by a liberal arts curriculum, with a knowledge and understanding of people gained through his studies in literature, and with communication skills far beyond those of most of his peers, he can creatively and imaginatively pursue any number of established vocations if he is willing to take the further training necessary to adequately prepare himself. In fact, he might well be one of those imaginative persons who creates new occupations. He has rare skills and he should use them well.

CHART 5: PRESENT VOCATIONS OF 98 MEN WHO MAJORED IN ENGLISH
Classified by Institutions Attended

Vocation	Kansas	Missouri	Kansas City	Rockhurst	Park	Total	Per-cent
BUSINESS (25)							
Chief executive	1	1	1			3	
Executive trainee		1				1	
Finance officer	2	1	1			4	
Management		1		2		3	
Building contractor		1				1	
Construction work				1		1	
Personnel work		1				1	
Partner		1		1		2	
Insurance, sales, etc.	2			1		3	
Sales	1			1		2	
Purchasing		1				1	
Executive secretary		1				1	
Training consultant				1		1	
Student (Bus adm)	1					1	25.5
EDUCATION (25)							
Elementary teacher					1	1	
Secondary teacher		7	1	1	1	10	
College teacher		1	2	3	1	7	
College administration				1		1	
Graduate student	2	2		1	1	6	25.5
JOURNALISM–WRITING (15)							
Journalism	1	4				5	
Radio-TV-Audio		2				2	
Free lance writer	1					1	
Advertising		2	2			4	
Public relations		1			1	2	
Technical writer		1				1	15.3
OTHER PROFESSIONS (24)							
Law	4	2	2	2		10	
Medicine	4		1			5	
Ministry		1	2		2	5	
Library science	1	1				2	
Clinical psychology	1					1	
Pharmacy	1					1	24.5
GOVERNMENT SERVICE (7)							
Civil Service			1	2	1	4	
Military	1	2				3	7.15
NO ESTABLISHED CAREER (2)				2		2	2.05
Total	23	35	13	19	8	98	100

CHART 6: PRESENT OR PAST VOCATIONS OF 76 WOMEN WHO MAJORED IN ENGLISH
Classified by Institutions Attended

Vocation	Kansas	Missouri	Kansas City	Park	Total	Percent
EDUCATION (25)						
Elementary teacher	5	2	4		11	
Secondary teacher	1	1	1	4	7	
Special education	1				1	
College teacher	2	1			3	
Graduate student (Ph.D.)	1	1			2	
Personnel work	1				1	
						32.9
BUSINESS-SECRETARIAL (18)						
Apartment manager			1		1	
Personnel director			1		1	
Travel agent			1		1	
Telephone ser rep				1	1	
Manuscript typist				1	1	
Office manager	1		1		2	
General secretarial	5		3	2	10	
Computer	1				1	
						23.8
JOURNALISM-WRITING (7)						
Assistant editor		1			1	
Writer		1			1	
Reporter	1		1		2	
Technical writer	1				1	
Advertising		1			1	
Radio TV-cordinator	1				1	
						9.2
PROFESSIONS-TECHNICIANS (9)						
Physician	1				1	
Lawyer	1				1	
Librarian	1		1		2	
Medical records lib	2				2	
Research	1				1	
Recreational supr	1				1	
Medical technician	1				1	
						11.8
AIRLINE STEWARDESS (1)	1				1	
						1.3
GOVERNMENT SERVICE (1)		1			1	
						1.3
NO EMPLOYMENT (15)	12		3		15	
						19.7
Total	42	9	17	8	76	100

Part 1

THE MEN

English Majors in Business
English Majors in Teaching
English Majors in Journalism and Writing
English Majors in the Professions
English Majors in Government Service

2

English Majors in Business

Both now and in the future, the challenges of a rapidly changing technology and growing economy will tax the limits of our human resources. Each year, more and more American business firms are looking to the colleges and universities for future executive talent who can deal effectively not only with business management problems but with the complexities of a dynamic, changing world. This pronounced increase in demand for college graduates brings up an important question. What kind of college education for a business management career? Fifteen or twenty years ago, the specialized business school graduate was in demand, and increasingly more and more college graduates from the schools of business enter the labor market. In 1928, only 7 percent of the nation's business leaders had any specialized business training; today, it is 35 percent. But while the portion of business school graduates in top level management is increasing, nonbusiness majors are getting ahead faster. A recent Carnegie Foundation survey of business executives thirty-seven years of age or younger revealed that 11 percent of them with nonbusiness backgrounds were receiving annual salaries in excess of $14,000 a year while no one with a business degree was receiving as much.

The distinctions between liberal arts and specialized training is an old issue, but only recently has it become an object of major concern to business leaders. In speaking of education for business leadership, Fowler McCormick, board chairman of International Harvester Company, made the staement, "It takes more than just business ability to make an executive. Once a company reaches a certain size, it becomes a social institution with a definite responsibility. It cannot fulfill this responsibility unless it is operated by a management educated for this task." In another discussion of the topic, Irving Olds, retired board chairman of the U.S. Steel Corporation, said, "The most difficult problems American enterprise faces today are neither scientific nor technical in nature but lie chiefly in what is embraced in the area of liberal arts education." And William G. Caples has said, "Actually the complexities of business are such that someone who understands history, literature, and philosophy, who is in a position to do some disciplined thinking, has the type of mind that will ultimately succeed in business."

No business school can train prospective businessmen for all of the varied positions that exist in the business world. It is impossible in a society in a state of constant flux. Alfred P. Sloan, honorary chairman of the board of General Motors, had this in mind when he said on numerous occasions, "Give us the educated men. We can train them ourselves, but we cannot educate them."

In recent years big business, expressing more of this support of the liberal arts, has become concerned about the products of the business schools. When the Selective Service Qualification Test was given to 500,000 male college students, only 38 percent of the business students passed. Although they did better than the education students (28 percent passed), they were still next to the foot of the heap. This disclosure compelled business leaders to question the curriculum of the business schools, and also led to a more intensive investigation of the requirements for success in business and industry.

A Ford Foundation survey of more than ninety firms of varying sizes and industry revealed that motivation and personal drive, skill in interpersonal relations, moral character, and superior mental ability are the qualities businessmen seek in prospective employees. In this survey, however, businessmen disagreed on the kind of education that will develop these qualities. In 1955, General Electric sent out questionnaires to its employees asking questions that would yield clues to business education needs. The replies of nonengineering employees reveal that the program of study most often recommended for success in business emphasized equally the humanities, social sciences, physical sciences, and business. They emphasized that a business management position requires a foundation in English, science, mathematics, economics, and business. In general, respondents favored a broad liberal arts background with business specialization at the graduate level. In 1958, Harold A. Basilius at Wayne State University quizzed thirty-eight representatives of firms in the Detroit area. The responses to the question of which subjects are most essential for those planning a business career included English and skill in expression twice as often as any other.

Finally, no summary would be complete without mentioning the work of the Bell Telephone Company of Pennsylvania. In 1953, Bell established the Institute of Humanistic Studies in cooperation with the University of Pennsylvania. This experiment involved sending executive employees back to school to receive a thorough education in the humanities, much of it centering on the great works of literature. When asked why they were willing to spend money this way, Bell's president W. D. Gillen replied, "Regardless of how much progress we make in science and technology, we will need broadly gauged men to harness and effectively use the products for the good of society."

The foregoing accounts are included because they express the concern of those in power over the proper training of the business employee. In general, they represent the ideas of older, well-established executives in business. But in regard to the young men, has this recognition of the importance of English in preparation for a business career benefited the English major? This study concerns twenty-five English majors who pursued a career in business. Chart 7 shows that most of them did not seek jobs of a technical nature, but tended to gravitate toward jobs at the management level.

CHART 7: PRESENT JOBS HELD BY ENGLISH MAJORS IN BUSINESS

Job Classification	Number Holding Position
Chief executive officer, small corporation	3
Bank executive trainee	1
Treasurer of corporation	1
Treasurer of small business	1
Comptroller, corporation branch	1
Agent, Finance Company (foreign operation)	1
Industrial management	1
Assistant zone manager, distributer	1
Assistant manager, corporation branch	1
Partner in firm	2
Assistant personnel manager	1
Building contractor	1
Construction worker	1
Insurance (sales, services, underwriter)	3
Sales	2
Purchasing agent	1
Executive secretary	1
Training consultant	1
Business student (completed law school, three years in Navy, now studying corporate management)	1
Total number of English majors in business	25

Vocational Goals of English Majors in Business

Only three of the twenty-five businessmen included in this study had decided on a career in business when they declared the English major at the beginning of the junior year. The other twenty-two had either no vocational goals or only vague ones which were later changed. The young men in business were asked, "Why did you major in English?" and "What personal or vocational goals did you have in mind when you made this choice?" Here are a few typical answers:

> Originally I started out in engineering. My grades were poor, so I changed my mind. I thought I would try some subject I liked. I had always liked to read, and I had done some writing, so I chose English. I had no goals in mind. I was trying to get settled academically. I did not have any real goals until I was out of college a couple of years.
>
> My choice of an English major involves a philosophy toward education. I am opposed to a business course and a strictly business degree. I chose English as a matter of personal enlargement. I had no career goals when I entered college and very few when I graduated.
>
> I majored in English because I felt that it would improve my ability to communicate. I believe that on any job, assuming that a person has ideas, the better he can communicate them, the more successful he should be.
>
> I intended to study but not practice law from the seventh grade on. I studied English to be conversant with and gain insight into the great expressions of thought which have led to where we are today. I ultimately hoped to go into the business field.

Education of the English Majors in Business

All of the twenty-five young men hold the A.B. degree in English. In addition, two hold the LL.B., two hold an A.M. in English, one holds a B.J., and three have attended graduate business schools. Of the remainder, two completed supplementary liberal arts courses, one spent a year at seminary, one attended the American Institute of Banking, two attended night classes in business, four participated in trainee programs sponsored by their employers, and one is completing an A.M. in Education. In summary, sixteen of the twenty-five young men in business have completed studies beyond the A.B. degree.

Getting Their First Jobs

Of the twenty-five English majors classified in the business field, twenty-four are presently employed; one is still a student. On the questionnaire, these young men were asked, "Did the college placement office assist you in getting your first job? If so, how? If not, how did you go about getting your first job?" Their answers might suggest that the English major is a "rugged individualist" in terms of job hunting. None of the twenty-four young men received help from a college placement service; in fact, they did not even know that such help was available, if indeed it was. After graduation, six of them entered military service for periods of six months to four years, three entered family businesses, four obtained jobs through friends, and seven of them resorted to various means involving personal initiative. In the latter group, three printed resumés of their educational backgrounds and personal qualifications and sent them to appropriate businesses. One young man who today is comptroller of a corporation branch said this, "I put an ad in the *Wall Street Journal,* answered all want ads that sounded like good job leads and sent resumés to all prominent businesses that I could think of."

Present Salaries of English Majors in Business

Salary and the number of years employed in a single occupation are not necessarily related. Most young men recently graduated expect a low starting salary in their first job in the business world. The first year or two is usually a "trainee" or adjustment period, but after that, much depends upon the nature of the job itself, the abilities of the employee, and the opportunities the company offers for advancement. While the lowest salary reported ($5,000 per year) was earned by a young man who had recently completed four years in the Navy and was on his first civilian job, the next two from the bottom ($5,700) were reported by men with the longest job experience. Chart 8 shows the present salaries of the young men in this study. The median salary fell in the $8,000 to $8,999 bracket. The length of service ranged from zero to eight years, with an average of six years.

CHART 8: SALARIES OF ENGLISH MAJORS IN BUSINESS
June 1963

Salary Bracket (per annum)	Number Reporting
$15,000–25,000	1
10,000–14,999	7
9,000– 9,999	3
8,000– 8,999	2
7,000– 7,999	4
6,000– 6,999	4
5,000– 5,999	3
$ 8,000– 8,999 average salary	24 men reporting

Career Patterns of Young Men in Business

Eleven of the twenty-five young men have had only one employer since they started working. Of this group, two are heads of their own businesses, and two are in family-related firms. Chart 9 gives information on this group.

Thirteen of the young men in business have had two or more employers since they started working. A number of them have changed from one type of employment to an entirely different field. Five of the

Chart 9: Career Patterns of 11 English Majors in Business Who Have Had One Employer
June 1963

	Education	Undergraduate GPA 4 Point Scale	Financing	Military Service	Years Employed (nonmilitary)	Employer
1	B.S. English, RC	2.6 Edit college newspaper	Parents 25% G.I. Bill 25% Part-time job 25% Summer job 25%	Military service before college	7	Vending machine factory
2	A.B. English, MU Grad study, business	2.5	G.I. Bill 75% Part-time job 25%	Military service before college	7	City newspaper
3	A.B. English, RC 1 year at seminary	3.2 Dean's List	Parents 100%	U.S. Army, 1956–58	7	Home equipment company (family connected) Now co-owner
4	A.B. English, RC Evening courses in business	2.4	Parents 50% G.I. Bill 40% Summer job 10%	Military service before college	6½	Manufacturing company Hard metal products (family related)
5	B.S. English, RC	3.0 Dean's List	Part-time job 100%		6	Beverage company
6	A.B. English, RC Graduate study B.J. Company trainee	2.6 Edit col newspaper Who's Who Among College Students	Parents 50% Part-time job 10% Summer job 25% Loan 15%		6	Insurance company
7	A.B. English, MU	2.0	Parents 100%	U.S. Army, 1956–58	4	Real estate company (family owned)
8	A.B. English, MU	2.4	Summer job 30% Parents Part-time job	U.S. Army, 1957–59 Enlisted man	3	Brokerage firm (product) Co-owner
9	A.B. English, MU Grad study English, Finance	2.6	G.I. Bill 50% Part-time job 40% Parents 10%	U.S. Army, 1955–57	3	Contractor Self-employed
10	A.B. English, KU Further study	2.1	Parents 100%	U.S. Marine Corps Officer, 1957–62	1	Planing mill company
11	A.A. junior college A.B. English, RC	2.4	Parents 50% Part-time job 25% Summer job 25%	U.S. Navy, 1957–62 Officer	1	Airline company
12	A.B. English, KU LL.B. M.S. in Business (in progress)	2.3	Parents 70% Summer job 30%	U.S. Navy, 1960–63 Law specialist, officer	0	

CHART 9: (CONTINUED)

	Education (Column 1 repeated)	Types of Jobs Held And Year(s) Employed	Location	Salary	Comments
1	B.S. English, RC	Sales correspondent, 1956–58 Mail supervisor, 1958–59 Asst advertising mgr, 1959–61 Adm assistant, 1961–63 Training consultant, 1963–	Home	$ 3,600 plus bonus 4,800 " " 5,280 " " 6,300 " " 7,500 " "	Age 30, married, 1 child. Hopes to eventually go into sales management or own his own business
2	A.B. English, MU Grad study, business	Asst mgr, employment personnel 1955–	Home	$ 6,900 at present	Age 36, married, 2 children. Left college after 3 years, returned later to finish
3	A.B. English, RC 1 year at seminary	Shipping clerk, 1958 Order desk clerk, 1958 Salesman, 1959 Secretary-treasurer, 1959–	Home	$ 3,600 4,500 4,800 9,000	Age 29, married, 2 children
4	A.B. English, RC Evening courses in business	Personnel manager, 1956–62 Plant supervisor, 1962–	Home	$11,000 12,000	Age 30, married, 3 children. Started out in engineering but didn't like it
5	B.S. English, RC	Dist representative 1957–62 Asst branch mgr, 1962–	South Southwest	$ 4,800–7,800 9,300	Age 33, married, 3 children. Dropped out of college 4 years before returning to finish
6	A.B. English, RC Graduate study B.J. Company trainee	Salaried representative, 1957–58 Group department, 1958–59 Salesman, 1959–	East Midwest Midwest	Over $8,000 at present	Age 30, married, 1 child. Expects to stay with the insurance business and work up in present company
7	A.B. English, MU	Salesman, 1959–63 President, 1963–	Home	$ 8,500 Over $10,000	Age 29, married, 1 child expected. Interested in fine arts and creative writing
8	A.B. English, MU	All types of work, 1959–	Home	$12,000 estimated	Age 28, single
9	A.B. English, MU Grad study English, Finance	Construction homes, 1960–	West	Over $10,000	Age 31, married, 4 children. Parents able to finance college education but preferred to strike out on his own, learned construction business from father after false start in law school
10	A.B. English, KU Further study	Secretary-treasurer, 1962–	Home	$ 8,000	Age 27, single. Aspires to presidency of company he works for
11	A.A. junior college A.B. English, RC	Sales, public contact, 1962–	Home	$ 5,000	Age 26, married, no children. Having adjustment problems perhaps due to recent change from service to lower pay civilian job
12	A.B. English, KU LL.B. M.S. in Business (in progress)				Age 27, no experience in civilian employment yet. Expects to enter field of corporate management

thirteen started out in the writing-advertising field. Two of the thirteen are now in family connected businesses after gaining experience elsewhere. Chart 10 gives information on this group.[1]

There is no attempt in the study to analyze family backgrounds of the English majors in business, but collected data reveal several obvious facts. The majority of the English majors in business responding to the questionnaire come from homes of above average financial means. Many had parents who attended college and therefore encouraged their sons in this direction. This is not always the case, however, for the study includes a poor boy who was reared in an orphanage.

Extent of Satisfaction with Choice of College? English Major? Career?

Eighteen of the twenty-five young men in business expressed satisfaction with their college choice. Twenty-three of the twenty-five young men in business expressed saitsfaction with the English major. They valued it not because of any possible vocational connections but rather because it helped them to develop confidence and a broader outlook on life. In regard to the values of an English major, they mentioned "opportunity for personal enlargement," "helps you become a more flexible and adaptable person through increased knowledge of nature and human events," "teaches you to think and also teaches you how other men thought in other times," "skill in writing and oral communication is an asset in any type of employment," and "helps you to develop a sense of values."

On the questionnaire, the young men in business were asked, "If you were taking your English major today, would you alter it in any way?" "If so, how?" Ten of the twenty-five English majors in business felt that their English major should have included more work in writing, communication, and grammar; seven expressed satisfaction with the course work that they had; only two stated that they would not major in English if they had the choice to make again. Four others contributed these comments: Include a speed-reading course, place more emphasis on modern literature, teach less literary criticism and place more em-

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[1] Unless otherwise stated, job titles and salaries for all charts in this volume are valid for June 1963. In the column titled *Education*, undergraduate institutions are listed by initials only: University of Kansas (KU), University of Missouri (MU), University of Kansas City (KCU), Rockhurst College (RC), and Park College (PC). Since all colleges do not use the same scale, grade point averages were revised on a four point scale: A = 4, B = 3, C = 2, D = 1, and F = 0. Under *Employer*, the location of the position is listed by geographic regions of the United States, except for those individuals employed near their home. In the case of the latter, the word *home* means that the employment place is in their hometown or nearby. This does not necessarily mean the Kansas City area; an English major from Atlanta, Georgia, who returned there to work would be employed in his hometown. As for salaries, most English majors listed beginning salary and latest salary for a particular job. One salary listing represents the latest salary.

CHART 10: CAREER PATTERNS OF ENGLISH MAJORS WHO HAVE HAD TWO OR MORE EMPLOYERS
June 1963

	Education	Undergraduate GPA 4 Point Scale	College Financing	Years on Job Non-Military	First Employer	Second Employer
1	A.B. English, KU Company trainee	2.0	G.I. Bill 80% Part-time job 20%	8	Rubber mfr, 1955–56 Sales correspondent Home, $4,200	Oil company, 1956–57 Record supervisor Home, $5,200
2	A.B. English, MU	2.0	Parents 100%	8	Advertising firm, 1954–55 Asst production mgr Midwest, $4,000	U.S. Army, 1955–57 Officer
3	A.B. English, KCU LL.B.	3.1 Dean's List Edit col pub Class president	Parents 100%	8	Private university, 1952–53 Assistant to president Home, ———	Local firm, 1955–56 Assistant to president Home, ———
4	A.B. English, MU Company trainee	....	Parents 75% Part-time job 15% Summer job 10%	8	Auto finance co, 1955–56 Field representative Home, $3,600–4,200	Beverage distributer, 1957– Sales corresp, Head order dept Asst zone mgr Southeast, $4,500–7,200
5	A.B. English, KU Am. Institute of Banking courses	2.1	Parents 75% Summer job 20% Part-time job 5%	8	Bank, 1955–60, bookkeeper Teller, asst cashier Home, $2,400–4,500	Loan company, 1960– Vice president, president Home, $7,200–11,500
6	A.B. English, KCU	2.4	Part-time job 60% Parents 30% Loan 10%	7	TV publication, 1956–58 Editor Midwest, $4,800–6,500	Insurance company, 1958–62 Salesman Home, $5,500–9,000
7	A.B. English, MU Grad study, Foreign lang	2.0	Parents 100%	7	U.S. Army, 1954–56 Officer	Free lance writer, 1956–57 Home, no income
8	A.B. English, RC	2.3	Parents 70% Part-time job 10% Summer job 20%	7	State highway dept, 1956–59 Surveyor Midwest, $4,000	Construction work, 1959– Home, salary varies
9	A.B. English, MU Grad study, Business	2.1	Parents 100%	6	City newspaper, 1957 (6 mo) Reporter Home, $4,200	U.S. Army, 1957 (6 mo) Officer
10	A.B. English, KU Grad study, Education	3.5 Dean's List Phi Beta Kappa Edit lit mag	Scholarship 75% Parents 20% Part-time job 5%	6	U.S. Army, 1955–57 Officer	Small city newspaper, 1957 Advertising (3 mo) Home, $3,000
11	A.B. English, MU A.M. English	2.9	Scholarship 50% Part-time job 50%	5	State department, 1958–61 Information officer Home, $5,500	Japanese firm, 1961– Executive secretary Home, $7,000
12	A.B. English, KU A.M. English Company trainee	....	Parents 70% Part-time job 30%	4	U.S. Army, 1956–59	Insurance co, 1959–62 Underwriter West, $7,000
13	A.B. English, KU	....	Scholarship 35% Summer job 35% Part-time job 30%	2	U.S. Marine Corps, 1955–61 Officer	Construction co, 1961–62 Consultant West, commission varied

CHART 10 (CONTINUED)

	Education (Column 1 repeated)	Third Employer	Fourth Employer	Fifth Employer	Comments
1	A.B. English, KU Company trainee	Mail order, 1957–58 Credit trainee Home, $4,500	Clothing chain, 1958–60 Dist credit manager Midwest, $4,500–6,800	Dept store chain, 1960– Cred mgr, controller Midwest, $8,400–9,500	Age 34, married, 6 children. Latin-American, reared in orphanage, recently took better job
2	A.B. English, MU	TV station, 1957–58 Production mgr Midwest, $5,200	Automobile mfr, 1958–61 Order expediter Midwest, $5,200	Local firm, 1961– Purchasing agent West, $5,700	Age 31, married, 2 children. Expects to work into management in present firm
3	A.B. English, KCU LL.B.	Railroad firm, 1956–58 Indust agent, asst treas Midwest, ————	Railroad firm, 1958– (Family connected) treasurer Home, $15,000–25,000		Age 31, married, two children. Recently changed jobs to that of vice-president, realty company
4	A.B. English, MU Company trainee				Age 29, married, 2 children. Hopes to work up to better job in business management
5	A.B. English, KU Am. Institute of Banking courses				Age 29, married, 2 children
6	A.B. English, KCU	Data process corp, 1962– President (new company) Home, $10,000 plus			Age 32, married, 2 children. Parents able to finance educ, but preferred to do it himself
7	A.B. English, MU Grad study, Foreign lang	Mail order co, 1957–59 Copy editor Midwest, $5,200	Car agency, 1960–62 Owner Europe, $6,000	Finance company, 1962– Agent Europe, $12,000	Age 30, married, no children. Self taught in business. Graduate study at Heidelberg
8	A.B. English, RC				Age 28, married, 4 children. Hopes to eventually become residential contractor
9	A.B. English, MU Grad study, Business	Publishing co, 1958 Assistant editor East, $4,500	Bank, 1958–61 Trainee, cred dept East, $4,800–5,200	Bank (family connected) Trainee, 1961– Home, $6,000–6,300	Age 31, married, 2 children. Started out in writing, but felt he did not have enough talent. Recently promoted to vice-president, family bank
10	A.B. English, KU Grad study, Education	Food manufacturer, 1957 Shipping clerk (6 mo) West, $3,900	Insurance, 1957– Underwriter West, $3,900–5,700		Age 30, married, 2 children. Plans to change to high school teaching
11	A.B. English, MU A.M. English				Age 35, married, no children. Japanese origin
12	A.B. English, KU A.M. English Company trainee	Insurance company, 1962– Servicing accounts Midwest, $7,800			Age 31, married, 1 child. Original goal was college teaching, now likes insurance
13	A.B. English, KU	Manufacturer, 1962– Salesman West, over $6,000			Age 29, married, 4 children. Hopes to become a writer

phasis on reading for enjoyment and appreciation, and take electives in history and philosophy.

Advice to Other English Majors

Executives in the business world are still debating the issue of "the liberal arts degree versus the business degree," but the young English majors in business should certainly provide some clues. These young men have been working long enough to make some assessment of the controversy. All but two of them express satisfaction with the English major and A.B. degree; however, many of them indicate that this is not a matter of choice. The majority feel that the English major should be reinforced with business electives at the graduate level. They recognize that some orientation in accounting and the field of business is necessary. On the questionnaires, a few of thirteen young men made these statements:

> A person going into business should have some business background too. A liberal arts degree followed up with a master's degree in business is the best preparation.
>
> For some one like myself, not sure of my vocation at the undergraduate level, I would recommend some electives in business, psychology, and speech. Mathematics is important too.
>
> I would recommend principles of advertising, a course in business management, accounting, and marketing, as electives for the English major. Learn to organize and lead. This is important if you aspire to be an executive in business, and it should be helpful in other types of employment, also.
>
> An English major going into business should take a few courses in economics and accounting. A fundamental knowledge of accounting is essential in the business world.

Five of the remaining twelve made no comments at all, but the other seven offered a range of answers such as the following:

> Except for teaching, the best place for the English major to seek employment related to his major field is in advertising. If advertising is the goal, he should take a few courses in it. They are offered in the journalism school.
>
> I feel strongly that any person planning to teach on the secondary level should dispense with the so-called philosophy of teaching and professional education courses at the undergraduate level. I have met too many high school teachers who did not know their subject even if they did know how to teach it.
>
> An English major should carefully categorize his vocational interests while he is still in college. He should then objectively appraise his potential in each. He should pursue electives accordingly.

The Writing Interests of English Majors in Business

When asked, twenty of the twenty-five English majors in business indicated past or present interests in writing. Seventeen of the twenty still maintain serious writing interests; some of their comments follow:

> I hope to be an author someday. I am presently working on a short novel.
>
> I still have an interest in writing. It is presently dormant. I am too pressed in my business to do anything now.
>
> I have had interests in writing for many years. I once sold an article to *Better Homes and Gardens,* but they did not publish it.
>
> I expect to write a short novel in the next two years. I have some short stories in process.
>
> I run a newsletter while working in a bank. In the future, I have goals of publishing a text or novel.

Although seventeen of the young men expressed continued interest in writing, most of them regard it as an avocation rather than as a main source of employment. Only two men express a desire to devote full time to writing. One man summed up the writing interests of English majors in business this way:

> I think all English majors have a deep down desire to write some day. I always swear that some day I will get caught up, and everything off my mind, and go into a room some place and write. But somehow I am positive that I will never get around to it. I'd like to write about my own experiences, for one thing, but I would need to get away from them. Back off, and look back. I am too close to them now.

Summary

Twenty-five English majors who are pursuing careers in business, for the most part, are successful according to any common standard of evaluation. They are a highly verbal group, express loyalty to the liberal arts tradition; however, they recommend that English majors headed for business reinforce their undergraduate education with electives in business or take business courses at the graduate level. Excerpts from five tape recorded interviews follow.

Excerpts—Interview of an English Major in the Insurance Business

DR. BERRY: Thinking back as far as you can remember, when did you decide on specific career goals? In grade school? High school? College?

INSURANCE MAN: Well, the only thing I knew in high school and grade school was that school was pretty easy and I didn't have to study much to get through.

Dr. Berry: When you went to KU, did you know then as a freshman that you would major in English?

Insurance Man: Oh, no, I thought at the time that I would major in business. I flunked accounting first, and I was bored by the whole thing. No spark at all any place. I was thoroughly frustrated by the whole educational experience at KU the first two years. I made *F*'s and *D*'s in all the prebusiness courses I took. The second year I started enjoying English and a few other liberal arts courses; but as far as the first two years were concerned, I was having a good time primarily.

* * * * *

Dr. Berry: Now go back to the end of the second year at KU. You were on the verge of being put out.

Insurance Man: Well, at this time I started to do a little soul searching. I decided to be an engineer like my father. I felt that it was the only way I could redeem myself. I decided to go home and to Wichita University because I didn't want to cause my parents any more expense than I could. It was about the first of September when my father said to me, "If you want to go back to KU, you can go back. You don't have to make it up to me by trying to be an engineer unless you really want to." I went back to KU, but I didn't take a single thing in engineering. I still didn't know what I wanted to do, but I decided to stick strictly to liberal arts. I took some classes in art appreciation, history, and was a little heavy on English that semester. I liked the English courses and decided I wanted to go ahead with them. For one thing, I had always had an affinity for everything about English except grammar. I realized that English would be easier for me than anything else. Actually, studying literature was sort of fun to me. Then, of course, the further I went in English, I realized that it involved more than just reading the story and sitting around and talking about it.

Dr. Berry: When you decided to major in English, did you have any career goals?

Insurance Man: No, I didn't know what I would do. My prime objective was to get my degree. I don't recall thinking about it too much. I still don't worry ahead too much. I don't know whether it is a fault or not. At that time all I wanted to do was graduate.

Dr. Berry: You got your degree in '54. What did you do then?

Insurance Man: Well, at that time I knew what I wanted to do. I wanted to teach. I had already picked up about ten hours toward my master's when I got my degree. There was no problem then. I think it was sometime between the junior-senior year that I decided to teach. When I got the A.B., I went right on into the master's. I didn't consider going to any other school. No other university would have had me with my transcript.

Dr. Berry: Did you work and pay your own expenses in school?

Insurance Man: Well, I started working my third year up there. I worked at a girls' dorm, doing dishes. My father paid most of the expenses otherwise and all the first two years. It took me five years to get the A.B. During the master's, my wife and I worked summers, and then I worked during the school term driving a bus. The second year of graduate school, I was given a job at school, teaching one freshman English class each semester while I finished the A.M. After I graduated with the master's, I got a job teaching at the University of Wichita, teaching technical English. I wasn't really looking forward to it. I didn't feel qualified for it, but they kept telling me I was. Before I got started, the Army took me, and I was glad. I really didn't want that kind of teaching, but I had to get started. I was in the Army for two years. While I was in Germany, I got a job teaching a course in freshman English for the University of Maryland. I did this for a year. This course was being offered for the benefit of American soldiers who wanted to brush up or try college while in the service.

Dr. Berry: Was this your only job in the Army?

Insurance Man: No, I was a radio operator primarily, but I finally wiggled my way out of that. I worked at the education center on the base part of the time. I taught some high school Army qualification courses to help some sergeants prove they were smart enough to stay in the Army. I really had three jobs going, but primarily at the education center as an administrative assistant.

Dr. Berry: What made you decide to teach? Was it your mother?

Insurance Man: No, she taught high school and I never considered that at all. I think I finally got thoroughly wrapped up in what I was doing, what I was studying, and decided I would like to pass some of this on to other people. Teaching is the best outlet for that. I admired my advisor at KU. I think he was the main reason I decided to teach, and he was also the main reason I decided not to be a teacher after I got my master's. Do you want me to tell you why I decided not to teach?

Dr. Berry: Well, did you like teaching?

Insurance Man: Yes, I enjoyed it. At KU I enjoyed it, and I enjoyed the classes I taught for the University of Maryland. I thoroughly enjoyed it.

Dr. Berry: Then go ahead and tell me why you changed your mind.

Insurance Man: Well, I saw my advisor getting squeezed to pieces at KU. He is primarily a classroom teacher. He will work twenty-four hours a day to give one hour's good lecture, but he won't write unless he feels he has something to write about. He got pushed off on an associate professorship for years because he wasn't publishing. He wasn't swimming along in the stream. He kept bucking it. I kept watching his life get more and more frustrating. I thought, God knows, I am no scholar. I love to teach, and I love to dig into the materials I teach, but outside of that I was not interested in professional writing. I figured I would never get ahead if I had to publish to do it. I thought that if my advisor was getting knocked to pieces this way it would happen to me too. So this was the chief thing that caused me to change my mind. Well, another lesser item was money. My master's was one of the first theses at KU on analytical bibliography and everyone kept telling me how I could make extra money using this analytical bibliography as a background toward doing things, and pretty soon it sounded like a twenty-four hour job. I could teach and then make a living on this other thing. So I thought well I like a few other things and maybe I had better look around a little. At one point I was thoroughly willing to starve to death if that was what was necessary to teach, but the more I thought about it the more I thought that I didn't want to work twenty-four hours a day to get by and make a living. I think I might have been able to make a pretty good living, but I didn't want to have to work day and night to do it.

DR. BERRY: You got out of the service after two years, and you decided not to teach. What did you do then?

INSURANCE MAN: Well, my wife and I took off for San Francisco. I had a rough time getting a job there. I had a hard time convincing them I was out there to establish myself. They figured that I was there to get a teaching job and just wanted something to do until I found one. I can see now why they were skeptical of me. I think one reason I ended up in the insurance business was that I found these companies more liberal in their attitude toward what your college background was. They didn't care what you majored in. They just wanted to know that you had shown the necessary drive and intelligence to pick up a college degree. Insurance companies do their own training. It takes about two years for you to get the basic things pounded into you. They expect to teach you the rudiments of their business. Most college insurance courses don't amount to much anyway. They are very general. You have to learn most of it when you get out. I started out there with an insurance company as a casualty underwriter. I was out there six weeks before I got the job. If I couldn't get a job, we would come home; we had saved enough money for that. I had three companies interested in me who were waiting on word from home offices, that sort of thing. But we were down to six dollars when I got the call. I didn't actually sell insurance out there. I was working in the office of the company as an underwriter. One reason I liked the job in this company was because they had an excellent training program. Too many companies tell you about their training program and then make you an automobile rater. Then they decide to change you to something else. They call it a training program, but you may be fifty before you get through it. The company I worked for doesn't do this. They give you a thorough training right away.

Dr. Berry: What was the real problem in getting a job in San Francisco? Was it the English major or what?

Insurance Man: I think it was my background. I had this teaching experience which they knew about, and they thought I had come out there and was some kind of a nut. That was all. It was a hard thing to convince them that I knew what I was doing. They couldn't believe that someone would give up teaching and come out there and do the things I was trying to do. And I really don't blame them.

Dr. Berry: Now you went into the insurance business with an English major and started writing up policies. This is responsible work. Did you find it difficult to learn your job? Was your English major a handicap?

Insurance Man: No. I had no difficulty learning the business. Of course it is a new language. If you haven't majored in something, you have to learn the jargon. There is quite a bit to learn about insurance. After I was in the insurance business a while, I soon saw that the part I would like best would be the job of an agent. I didn't know anyone out there, any people who were looking for young men to come with them. I was back here in Kansas City visiting, and a fraternity brother of mine had a father who was an agent. I decided to talk with him just to fill myself in on that end of the business. It ended up with their offering me this job in about six months. The offer looked so good that I didn't even look around in San Francisco. I knew I couldn't match it there. Of course the training I received and job I held out there was excellent background for my work here. It is essential knowledge. While some insurance agents don't know as much about insurance as you do, I think it is essential if one wants to do a really fine job.

Dr. Berry: What about civic, community, professional activities?

Insurance Man: I have done some work along this line. Not much.

Dr. Berry: Do you have any interest in writing?

Insurance Man: Every once in a while I think about it. I doubt if I have much talent. I think there was a vast number of people who have a secret desire to write, but never will. The first summer we were married I worked at a machine shop in Wichita. I worked for an uncle. There were more people in that place who, once they found out I was an English major, wanted to talk to me about books. Young men and women with just high school educations. People wanted to talk about Dostoevski and thought he was the greatest person in the world. They were only high school graduates, but somehow they had been reading along and hit him and he was who they wanted to talk about. Most of them wanted to write a book. There are lots of people who want to write. They either want to write and do write a book and put it in a chest, or don't write but always want to.

Dr. Berry: Maybe they feel what they have written wouldn't be publishable.

Insurance Man: Well, this is probably what I would feel if I ever write. I would like to write, and my wife and I have talked about it. After you get out of college a few years you become convinced that your mind is not as sharp and not as good as you thought, or as good as it used to be. Periodically, we get convinced that we are as bourgeois as one could get. This drives us wild, but it is true. When you are in school, you have a jillion things you would like to put down on paper; then later you don't feel that way so much any more. You are not knocking against ideas day in and day out, and you sometimes try to avoid doing so, too.

Dr. Berry: How do you feel about your English major in retrospect? Any changes you would like to have made in your program?

Insurance Man: Oh, I think I am pretty well satisfied with my English major. I am sure there were courses I never took that might have been of value, but I liked what I took. I took a course in creative writing once. I was experimenting with a new form in essay writing and had quite a bit of trouble. But I think the program was pretty good, and the department did a lot for me.

Dr. Berry: You started out in business, switched to English, but finally ended up in the business world. If you were doing this over, would you change majors or would you again take the major in English?

Insurance Man: I think I would take English again as a major. I might take about fifteen elective hours in economics if I were doing it over. I could do that along with the English major. I would do that as a minor I think. I don't think an English major has been a handicap to me in the business world. In some ways it is an advantage. I feel a little stronger for it, and this gives me confidence. The guys who never took anything but business courses, except those things which they had to take, had a very restrictive course in college. I think if I went back to business school again, I would flunk out of it. Of course I don't know accounting as well as a lot of these guys, but I have also found that with a lot of our customers you don't need to know this. Our customers are mostly contractors, and every contractor keeps books differently. Some of the best of people get lost in their bookkeeping, so I don't bother. I just go to our financial expert.

Dr. Berry: Do you plan to stay in this business?

INSURANCE MAN: Yes, I think so. I think I have found the part of it that I like. I can't think of anything I would rather do. I do both sales and servicing of accounts. I handle most anything for my boss, and then tell him what I have done. Selling is a minor part for me so far. I work on a salary now, and it is good. If I ever develop a following of customers on my own, this will be taken into account in my salary.

DR. BERRY: I think this covers what I want to know. Is there anything you want to say?

INSURANCE MAN: I can see how your study might help undergraduates. I hope you can help a lot of young people. I am not just pumping for English majors. I am strong on all liberal arts. I remember when I was teaching, girls would say, "I have to major in bacteriology, for I have to be able to make a living." This would be a young thing with an engagement ring on her finger and only a freshman. I would say, "You know you are going to get married. You know you are probably going to have children in a few years, so why worry about the fact that in twenty years your husband may die and you will have to be a bacteriologist." I'd suggest that they learn to type or take shorthand and then major in what they please. Why even if their husbands died, after a lapse of twenty years a person would not be able to practice bacteriology. She would have forgotten it.

DR. BERRY: On the questionnaire I asked this question of women, what do you think about it? "Do you feel that your undergraduate education with an English major is a satisfactory preparation for marriage and family living?"

INSURANCE MAN: True. What would be better? I think it gives you the broadness and depth of mind to be able to understand people better and to handle everything that was outside of Dr. Spock. You can buy Dr. Spock for those other things. Literature helps in many ways. It acquaints you with types of people, evils of the world, the good of the world, so you can be prepared. Such things will still come as a shock in many ways, but the training your mind gets in the analysis of a book will also help.

Excerpts—Interview of an English Major in Corporate Finance

DR. BERRY: You mentioned that one of the reasons that you chose to go to the University of Kansas City was so that you could be near your business contacts. Will you explain what you mean?

TREASURER: Well, my family has lived in Kansas City for many years. It came to me that, as I evaluated the educational opportunities and the subsequent employment opportunities, it would probably be desirable to combine on the academic side a continuing development of family relationships, and that was naturally just available locally. As I counseled with my family and others in this matter, it appeared that the University of Kansas City had an adequate, well-staffed, and well-developed curriculum, that would meet the needs that I wanted. At the undergraduate level, it offered the background that was necessary, as well as in the professional field of law. As I mentioned in my questionnaire, I never intended to practice law, but I felt that it would be a good discipline. Too many people just go away for two or four or six years and come back to find that they are starting from scratch in their business and professional relationships. This was not my case, for I maintained a close contact both at the University and in business where I had contacts plus those general areas in the economic field in Kansas City that I thought were significant.

DR. BERRY: Why did you major in English? You have mentioned earlier wanting a little broader background, but couldn't you have gotten this background in philosophy, or some other field? Did you feel English was preferable to the other liberal arts majors?

TREASURER: Yes, I did. I felt that English offered the probability of a wider exposure to the wide stream of cultural progress of various societies. Here is another thing, too. I realized that I was going into law as I had decided to do from the seventh grade. The general prelaw training tends to history and economics and this sort of thing. History is good, without a doubt, but it seems to me that English, while it accomplishes the technical benefit of enabling one to communicate effectively, also accomplishes the concomitant benefit of broad acquaintance with those significant events in human progress that have brought us to where we are today.

DR. BERRY: Would you say that in terms of law, your English major was adequate preparation? Of course you are not practicing law, but think in terms of the actual law training itself.

TREASURER: Yes, I think so. You can consider the law from the point of view of English as a language or English as a literature. In either event, you see, the law has been formulated within the framework of this language going back first to the Roman law, and later the English common law provided the basis for our contemporary statutory laws. The law having developed within this environmental circumstance, it is natural that an understanding technically of the means of expression of the law, the English language, would be very helpful and increase one's insight into the law as it found written expression. A knowledge of the great tradition in literature that has affected thinking men over the period of history would likewise have general significance in the development of the law. Certainly no great jurist could stand outside the stream of consciousness as it was reflected in the development of a literature. Think how many legal opinions are bound in quotations from Shakespeare and things of this sort. It is the English language and literature that gives the law much of its humanitarianism.

Dr. Berry: Explain your questionnaire statement that "law is a problem in communication."

Treasurer: This goes back to the technical side of it, that is English language rather than just literature; because most legal controversies, other than those obvious criminal cases and sometimes even those, will arise out of misunderstandings or a breakdown in communication between individuals. But, the civil contracts, as an example, arise because the parties to the disagreement did not adequately communicate with each other or understand each other in some very significant way. Now the ability to express oneself adequately within the technical framework of the language—the idea of the broad meanings of words, semantics, etc.—will enable that individual or company or whatever to express itself in terms that are fully understood by the parties involved. This understanding, then, avoids the possibility of conflicts through misunderstanding. Now obviously you cannot reduce everything to the symbolic logic or the analytic philosophy that some people try to, for there is a human equation to be considered that goes beyond a mathematical formula. Nevertheless, a thorough acquaintance and knowledge of the language is a great help in understanding and dealing with the problems of this age. Moreover, all of this helps a lawyer to look at things more analytically and realize that there are always two sides to a situation and that very few things are altogether black or altogether white. There are nuances between the black and the white which help one to develop critical factors that lead to a more rational discernment between the two alternatives.

Dr. Berry: As you look back over your English major, are there any courses you wish you had taken? Any you would just as soon have left out?

Treasurer: Not specifically. No specific changes come to mind except a feeling of regret, usually shared by many, that after formal schooling is over I wish I had studied harder or taken advantage of more of the resources that the school has to offer. Other than that I think I covered the field of literature well and thoroughly. I had a high regard for my teachers. Two or three were outstanding. And one is still there. I think he is a great humanist. He has great warmth. I always got a great deal of pleasure out of the fact that he was humbly proud of being the one man in the world who knew more about Cowper than anyone else. Well, this is nothing to most people. It does not matter to them. But then it did matter to him, and I think it does matter in the broad stream. I think my entire educational experience at the University of Kansas City was good. It was there, the substantive material to get was there, not only in English but in other subjects as well. You could get it to the extent that you were motivated to get it. Now I made a conscious decision when I started school, undergraduate school, not to get top grades. I decided to settle for a *B* average and devote time to participation in a broad spectrum of extracurricular activities, so that is what I did.

Dr. Berry: Did you have enough experience and instruction in writing?

Treasurer: Not having been especially interested in writing, I was not very conscious of what was available or going on in that field. I did take some work in short story writing, and I wrote a couple of short stories. We had an active student literary magazine *Number One*. There were writing courses available for those who wanted them. I was interested mostly in literature. I was pretty well satisfied with my own required courses and the courses I picked.

Dr. Berry: Now regarding electives. You studied English and law, but you are now in business. You are the treasurer of a local corporation. Did you have any background in accounting, along with these other things?

Treasurer: Well, I am not an accountant. My work does not involve a detailed knowledge of accounting per se, although it does involve a knowledge of the principles of accounting and being able to interpret such things as a balance sheet and profit and loss statement. In other words, my work is more in the area of finance than accounting.

Dr. Berry: Well, did you study finance as an undergraduate or in law school? Where did you learn this?

Treasurer: Some in law school, in corporate law not in corporate finance, but the study of corporate law naturally leads one into some study of corporate finance. Obviously many legal difficulties arise out of improper financial transactions. All that I learned I learned myself through my own independent studies and through my professional associations with experts in the field.

Dr. Berry: Was your background sufficient for your last three positions which were all in the field of finance? Were you able to learn on the job all that you needed to learn, other than what you already knew? Or did you feel inadequate when you took these jobs?

Treasurer: Well, I thought by the way that my work was tending that a more detailed knowledge of accounting and finance was indicated, so I studied myself toward those ends. Then when I got into the present industry, I studied in the same way things that were significant to the technical aspect of my job.

Dr. Berry: Did you take college courses or study on your own?

Treasurer: No, I just studied it on my own. I had no difficulty.

Dr. Berry: Now the reason I am quizzing you about your background in these areas is that you are in a field where one might think a business major would be better preparation. What do you think?

Treasurer: Absolutely not. In my judgment, they can throw the whole business major right out the window. I'm sorry but I just don't regard it very highly. They turn out young fellows who do not have any discipline. They have a smattering of knowledge about a great number of things that relate to business, but they do not have much substantive knowledge of any aspect of business. Someone of this sort could better spend his time developing a real discipline. In accounting, for example, rather than taking a number of survey courses. I don't have much regard for survey courses. They don't require any discipline. It is a little about a lot and nothing of value. If I had someone come into our organization who had spent his last two years in accounting where he learned a detailed knowledge of this, I could put him to work immediately doing an effective job in his area of expertise. And he could pick up through a broad business experience an adequate knowledge of—or through study on his own time if he is highly enough motivated, and I would hope he has—plenty of knowledge of these other aspects of corporate activity. I just don't have much use for the business administration degree, particularly those with an emphasis on technique. It is substantive things that count, not technique. Of course there again one's philosophy plays a part. I am against the dehumanization or depersonalization that takes place in the major corporations. I am sure that there are companies so vast that they have to be impersonal; they can take these boys with business administration degrees and use them effectively.

Dr. Berry: If you were employing people in business, you imply that you would be more interested in those with the liberal arts background. Is this true?

Treasurer: Yes, particularly those who have been exposed to the classical disciplines. It is becoming increasingly important, you see. If there is one significant aspect of our society today, it is the tremendous rate of acceleration, of change and innovation; and new things in technology are developing all of the time. Well, in a rapidly changing environmental situation, the thing that then becomes critical for effective performance is adaptability—not a ratlike adaptability for survival, but an adaptability based upon good intuitive judgment, a good ability to differentiate between competing alternatives. Not just to know how to do something, how to punch a typewriter or anything of that sort. Well, this then puts a stress upon the development of the classical disciplines, the humanities, and things of this sort and less emphasis upon how to typewrite or punch a machine. Those are skills anyone can learn anyway. Anyone can go to vocational school.

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Dr. Berry: Do you have any interest in writing?

Treasurer: Oh yes, I wrote some short stories when I was in college. I even did this after I got out, but it is difficult though to sustain creative interest with the additional demands that are made on my time. I just finished a three-act musical comedy for our church talent show. I just sustained the effort for those three weeks that it took me to do it.

Dr. Berry: What about salary? Is there any reason why you cannot give it?

Treasurer: Well, why don't you put it in a range? I would be willing to say that my salary falls in the $15,000–$25,000 bracket.

Dr. Berry: To what extent is an English major a satisfactory preparation for marriage and family living? What comment do you have?

Treasurer: The only thing I can think of is the extent to which the situations—well, take the case of literature which might be considered a case history of individual progress and situations—and to the extent that the person who had been exposed to this particular stream of literature could see the situations that take place in Shakespeare, or any great moments of literature, and distill something of meaning from that in terms of his own personal relationships, then he may have benefited from it. This is the case history method. If all of King Lear's great unhappiness stems from his misinterpretation of Cordelia's "That she loved him as meat loved salt" then anybody ought to be able to understand and apply this same degree of feeling to his own personal situation. It is identification as well as learning from what others have done. What sense is there in recording history if you cannot learn from the experiences of others?

Excerpts—Interview of an Insurance Claims Supervisor

Dr. Berry: How did you happen to major in English?

Supervisor: Well, it was really expediency. At the time that I decided to major in English, I had as many hours in history as I had in English. I had to pick one or the other, so I elected English.

Dr. Berry: How many hours did you have before you decided to major in English?

Supervisor: Well, I did not decide to major in English until I began my senior year in college. You see I originally did not plan to get the A.B. at all. I signed up for the combined form of law. Under this program, you take three years in a liberal arts college followed by three years in law school. This makes it possible to complete the seven year program in six years. During the three years in liberal arts college, I was required to complete a minor. I chose

English as a minor for that program. After three years of liberal arts, I started to law school, but I did not make it scholastically the first year of law school. I was required to go back and finish the A.B. degree before I could be readmitted to law school.

Dr. Berry: Was your undergraduate degree satisfactory preparation for law school?

Supervisor: It was a great preparation for me, for it gave me another year of maturity. I should not have tried to combine the degree to start with. My English major helped me with the language. I thought it gave me a head start. The best grades in law school when I was there, though, were made by students who had majored in engineering and accounting. There were a few who had majored in business who made good grades too, but most of the top students had been in the engineering school or in accounting.

Dr. Berry: If you were doing your undergraduate degree over with the same career goals, would you take the same major or would you select another program?

Supervisor: I think I would probably stick with the same thing. As to why? I think there would not be too many alternatives. Although I like mathematics, I never did care much for an engineering type career, and I didn't like laboratory sciences. I took a course in accounting. It was enjoyable but I wouldn't have wanted to go on with that, so there wouldn't be much else to do.

Dr. Berry: Were there any courses you didn't take that you wish you had picked up along with the English major?

Supervisor: Yes, I tried to take a course in ethics before taking a basic course in philosophy, and that was a terrible mistake. If I had to do it over, I would have taken philosophy in my freshman year. It was a valuable course. I might have taken more Latin if it had been available, but it wasn't.

Dr. Berry: Describe your first job when you got out of law school.

Supervisor: I took a job in a law firm in my home town. I was there about eight months. I left because I wanted to leave the small town. I took a job with an insurance firm.

Dr. Berry: You were in private law practice. Would you give me an estimate of your earnings for the eight month period?

Supervisor: No, I couldn't really tell you. I wasn't paid in any normal fashion. I worked for my dad in his law firm.

Dr. Berry: Would you go ahead and talk about your second job and third and so on?

Supervisor: When I left there, I went to work for an adjustment firm, which is owned by an insurance company to adjust fire and casualty claims. I had wanted to get away from a small town, and to my surprise they put me in a town which was even smaller than where I was. Then they transferred me to St. Louis. I was in St. Louis two years, and I worked up to supervisor over a certain territory. I resigned there to come back to Kansas City and take this job I have here with an insurance firm.

Dr. Berry: Tell me about your present job.

Supervisor: I am claims supervisor in the branch claims department. I have been here two years. I have a certain amount of territory allotted to me. I handle injury cases and that type of thing. I earn something in the neighborhood of $7,000 to $7,500. I get traveling expenses. I just break even on that. It is what is known as the tight expense account. The fringe benefits are pretty good. I get $18,000 of life insurance paid by the company. They give a very good health and medical insurance too, all paid; and they have a good pension plan and that is paid. You see all of that adds up.

Dr. Berry: As you look ahead, what are your plans for the future?

Supervisor: I plan on staying in the insurance business in one form or another. I expect to progress with more responsibility into the management end of the claim business.

Dr. Berry: I think at this point I would like to have some comments from you on your college studies or your goals or personal interests in life. Perhaps there is something that you would like to tell me about yourself that would be helpful in this study.

Supervisor: Well, I can't think of anything. I was an English major more or less by accident; otherwise, I guess I would have been an English minor—that is if I had made better grades in law school that first year. But I don't think taking the extra year hurt me. It probably helped. The one course I really liked in English was the one taught by this guy from India who devoted a great deal of his time to Kipling.

Dr. Berry: Has your work in English been of any particular help to you in the work you do now? Do you write a lot of reports, or anything like that?

Supervisor: Oh, I write a little. Not too much. I guess the English helped some, but I'm not sure that it would make much difference one way or another. I have taken courses since then in night school in communication, but most of the businesses these days are talking about very simple elementary communication that any good sixth grade student could do.

Dr. Berry: Do you have any comments or advice for your former English department?

Supervisor: Well, I would have to think about that. I don't know. I don't think so. I found out that they put too much emphasis on the entrance examinations. I think I could say that. In fact, I know I can.

Dr. Berry: In what way?

Supervisor: Well, that is hard to say. I can't generalize too much about all teachers. But I think most of the teachers sort of categorized you on the basis of the entrance exams. That is the way it seemed. In short, not very creative. That is what it is, they weren't very creative. They seemed to go back to the old system.

Dr. Berry: You told me that if you were doing your college program over with the same goals, you would probably do it pretty much the same. Do you think you would choose the same career if you were doing it over?

Supervisor: Well, if I were thinking of it strictly from the standpoint of money, I'd say I should have been an engineer. But I think I probably would have the same goals.

Dr. Berry: Would you like to be an engineer?

Supervisor: Well, I wouldn't mind it too much, but it wouldn't be nearly the challenge to me, I don't think, that the law has been. Or that human activities are. I enjoy the kinds of human contacts I have in my work.
(After the interview, the supervisor said he had a very fortunate childhood, so his remarks on this were recorded.)

Supervisor: I had a very fortunate childhood. Among other things, I was taught not to be afraid of such things as poetry, and I was given an excellent vocabulary.

Excerpts—Interview of an English Major Who Established a Service Corporation

Dr. Berry: Now think back to your early years in elementary school and high school. Did you have any particular career goals? Did you make any changes during that time in your career goals?

Executive: Well, I remember in my freshman year in college I considered a number of different majors and sampled courses in a variety of fields. My earliest recollection, however, was a desire to enter politics. That goes back to junior high school. I think I considered the ministry at one time. There are a large number of ministers in my family—uncles, grandfathers, cousins. About twenty or so are in the ministry. I might have considered law and medicine a little.

Dr. Berry: Why did you decide to go to the University of Kansas?

Executive: Oh, I had a music scholarship to KU for the summer after I graduated from high school. I spent the summer at KU and got interested. That was a special workshop for people who played band instruments. I had no specific career goals though. I was very interested in music and started in the school of music. When I started in music, my primary emphasis was musical composition. I had been composing through my high school years, and it seemed a logical thing to pursue. I became less interested in it though when I entered the university and began taking the courses. I was interested, yes, but as a career, no. I changed to a geology major at one point, to a foreign language major at another. I finally settled on English as a major only after I had completed about ninety hours. Since I was not set on any particular career when I was in college, I sampled a number of fields. I took courses in economics, investments, and things like that in the business school, along with the liberal arts courses. I was trying to sample everything, for I had no specific vocational goals in mind.

Dr. Berry: Why did you leave KU before getting a degree?

Executive: Well, that is rather a hard question to answer. I went one semester and the course schedule was heavily loaded with music. This was a period in which I had quite a bit of trouble with my father. He and I are the best of friends today, but we didn't think alike in those days. I was rather young anyway. I graduated from high school when I had just turned sixteen. Looking back, I would say that I was probably too young to go away to college when I went, particularly to a large university. I felt that I needed some time to mature, so I left KU at the end of the first semester and traveled, mostly hitchhiking. After a few months of this sort of thing, I decided to go back to KU. The second time around I took fewer music courses and more liberal arts. I had some sickness the second semester, missed school one month, then left the university again, and this time took employment. I think I wanted to make some money to buy some clothes and things like that, but I was still determined to get eventually a college degree.

Dr. Berry: Where did you go when you left KU for good?

Executive: I went to Central Missouri State College for about two and a half years. I went there because it was inexpensive, and I was self-supporting. I did apply myself there, however. I met my wife there. She had gone two years to the Junior College of Kansas City and had transferred to finish an A.B. degree. At the end of our junior years we decided to marry. We came back to Kansas City where I could earn enough money for us to live on.

Dr. Berry: Did you work while going to school at Central Missouri State? How did you manage there financially?

Executive: Well, I think two or three things went on there at that time. When I first went down there, I worked in a boarding house—washing dishes and so on. I earned my meals that way. I used the student loan fund for tuition and some very limited spending money. I worked summers. One summer I went to New York City and worked for an oil company. The other summers I was in the Marine Corps Reserves. My father and I also bought a small sign company. I made quite a bit of money operating it. It wasn't big enough to justify any employees. We did the whole thing, but it was profitable. I must have done some other things too that I can't remember just now. One way or another I managed to support myself through the entire period. I also bought and sold automobiles while I was in school. These were old Model A's and Model T's that I would go out and buy from the farmers. I would then bring them back to the campus and sell them to students. I didn't rely on any one special way to earn money. I just did first one thing and then another.

Dr. Berry: Did you continue to study music at Central Missouri State?

Executive: Yes, primarily because they had a good music department. Incidentally there was an English professor, who did a lot to influence me toward an English major. He was one of my favorite people, but I haven't seen him for years. He was very interested in the neo-classic period and the works of Shakespeare. I took his courses in these fields and the one he taught in creative writing. By this time I was interested in creative writing and had been writing poetry. I took journalism courses there and served on the newspaper.

Dr. Berry: You married and that was the main reason you left CMSC. What did you do then?

Executive: We came back to Kansas City and I went to work full-time the fall semester. The next spring I enrolled at the University of Kansas City. That was the beginning of my attempt to gain a degree at KCU, which I succeeded in doing four years later. I lost one semester when I was transferred from a day shift to a night shift in the middle of the term. During this period I did a lot of work on assembly lines. I was at a stationery manufacturing company part of the time in a clerical capacity and assisting the production manger. It is a very low paying company. This is the main reason I left and went to work on the assembly line at an automobile assembly plant. I was working toward my degree all this time. The primary aim was the degree. The work was a means to an end.

Dr. Berry: When you switched your interest from music to English, had you established any particular career goal?

Executive: No, one of the main reasons I switched majors was I had a friend who was an English teacher in high school. In my discussions with him I began to realize that I had a deficiency in my knowledge of literature. This led me to take more English courses at CMSC. When I went to KCU, I learned that they had a very good English department. I talked with the head of the department for some great length of time. He later became my adviser. He was an excellent teacher. He exposed his students early to the ability to critically understand or look for several levels of meaning in a great work of literature, which was a revelation to me. From that point forward, I pursued literature with great interest and took as many courses as I could.

Dr. Berry: You finished up at KCU in 1956. What did you do then?

Executive: Well, about six months before I graduated from KCU, a friend of mine who was employed by a little magazine said they were expanding and were going to add another book. They were looking for an editor. I went down, applied, bargained for a better salary than was offered, and got on. I started as the editor of the Wichita edition. And I opened that edition for them. It became somewhat a challenge to me. The home office had projected a moderate growth over a five year period, but we were able to promote the growth of the publication to a point of absurdity. In less than a year, we had achieved more than double their five year projection. This was an impetus to my career. They transferred me into the promotion department and gave me both the St. Louis edition and the Wichita edition. About three months later they opened their first regional office for seven states. This was up north and I was transferred there. My job through that period was principally trading space in the book for unsold time on the air. The station would run an ad in the book and we would prepare spots. More than anything my job was to show station owners that promotion of the magazine was a form of the self promotion that they needed. After a time, I had pretty well worked myself out of a job. Our agreements were set and operating, and my secretary could take care of most of the details. The company was stabilizing. Where the company had been one of rapid growth with rapid promotion, it now looked as though things would remain much as they were. I decided it was time to look around for something else. I decided to come back to Kansas City, so I gave them my notice.

Dr. Berry: Did you ever think about teaching school?

Executive: Yes, I thought a lot about it before I left college. I enrolled in one education course. I lasted three weeks. I decided if I had to take thirty hours of that sort of thing I wouldn't teach. That was the end of that. I couldn't see any value at all in the course I took. Anyway, I thought thirty hours of graduate work in my major field would enable me to teach at the college level, which was preferable of the two choices.

Dr. Berry: But you decided not to teach in college either.

Executive: Well, it took me four years to get the last thirty or forty hours of my college work, and by that time I had two children. I was embarked on what I considered to be my first career job. Well, of course, throughout this whole period I did a lot of part-time work in addition to holding down a full-time job and going to school. I was going several directions at once. I worked part-time in the botany laboratory at KCU, and I sold shoes on the weekends and evenings in a department store. I found it a very unpleasant job, but it paid. When I finally went with the magazine, I decided to devote all of my time to it, for I thought it would move me along faster. I figured with teaching I would have to continue to hold two or three jobs.

Dr. Berry: You went from the publishing company to a life insurance firm. You stayed there several years and were a broker. You still work in this field part-time?

Executive: Oh yes, I still have a small insurance agency. I still serve those people who became my clients during those years.

Dr. Berry: Why did this field interest you?

Executive: Well, it offered me the opportunity not only to make an income as I went along but also to build an income base, which I am now enjoying. While it is not much, it is nice to have. As you know now, I am a president of a company that deals in automated data processing. I got into this through my acquaintance with a friend who is a computer programer. In talking with him and in following his career, I became interested in the whole idea. There are so many businesses and professional people who have work that can best be performed through such service but could never justify purchasing equipment of their own and employing the staff it would take. So it occurred to me that there was a good market here of potential customers.

Dr. Berry: This type of equipment is very expensive. Where did you get capital?

Executive: Well, of late when I have thought over my career, I have come to realize that I am basically a promoter. But I would like to qualify it. Promoter to some people means cheating others out of what they have, which doesn't interest me at all. But if one generally feels that that which he is doing has merit and will fill an important need, then he is justified in raising cash to finance his ideas. I incorporated this company and raised capital by selling some stock in the company to investors, but restricted it to investors with some talent to offer the company—those who could contribute to the welfare of the company in other ways. For example, people now in the data processing field or program planners who could assist us in that area. I never studied data processing myself, but I have picked up a fair knowledge of it as I have gone along. I hired people who had thorough knowledge and learned from them. I understand the principles and can operate most of the equipment, but I haven't been to any formal school nor do I expect to go to one. I don't plan to become a programer. At this point we are expanding into other states.

Dr. Berry: You mentioned in your questionnaire that some day you wanted to be in a position to write and travel. Tell me what you have in mind.

Executive: Well, these are two of the things that I enjoy most, although they also produce the least income. The only writing I really do well is in the area of poetry. I am presently working on one continuing project which I may never complete. It is a long poem. It seems so far to offer no logical conclusion. Now going back to this other thing. I felt that my first obligation was to conquer this thing of earning a living. I don't want to spend my entire life earning money, and just earning enough to get along on. It seems like a waste. I haven't hesitated, therefore, to do those things that offered the chance to produce an independent income. Then I will be free of the subsequent problem of worrying about where tomorrow's meals are coming from. When I become financially independent, then I hope to devote part of my time to little more than keeping track of what I have and spending the rest of my time composing music and writing poetry.

Dr. Berry: Does this goal seem within reach?

Executive: Yes, it does. I suppose I could wind up being quite wrong about it, but I feel that to date I have made a certain amount of progress in this direction without seeing too many years go by. Another five to ten years should tell the tale, if all goes well. If not, I will have to find another avenue. I have no interest in working for someone else for a salary.

Dr. Berry: You have been in business, and you have been in work related to writing. In fact you want to write. You know the usual concept is that these two interests don't go together. Why is that?

Executive: Well, I think for one thing the typical American businessman is too busy to write. Businessmen are made up of people with a great diversity of background. I think that basically all men are in business one way or another. That may not sound right to you, but we are all engaged in the process of earning a living whether it is primary or secondary in our efforts. Consequently you find all sorts of people in business, and many in college majored in every conceivable field—but those in business who majored in English, I imagine the majority want to write but have never found time.

Dr. Berry: Do you read a lot? And do you find time to write?

Executive: I don't read a lot. Now if you are wondering if I would write or read on my day off, I would have to say that I probably would not. I like writing, but I think it is hard work. It's an all consuming endeavor. If I were taking a day off, I would probably want something less demanding. . . . There is something else that I do that might interest you. I belong to a small seminar group that meets once a month. There are five or six of us in this group, of diverse educational backgrounds and careers. Each month one member of the group prepares a paper or talk on some particular subject that interests him. He presents the material and then discussion follows. We have discussed a wide range of topics. We got the idea to do this because we thought it offered an opportunity to keep abreast of a wide range of topics. It is quite an interesting group. . . .

Excerpts—Interview of a Real Estate Salesman

Dr. Berry: Why did you major in English? Do you want to think about it or do you have an answer?

Salesman: Well, I probably have as good an answer as I could make if I did think about it. It involves a philosophy toward education. I am opposed on the face of it to vocational education. I am also opposed to business courses and business degrees. I would like to go back to the time in education before this other became popular when it was meant as a source of personal enlargement rather than vocational training. That is the very lofty sort of thing I had in mind when I decided to major in English. I had no interest whatsoever at that time in even entering a business career. I had no real career plans, but I had at any rate no intention of studying for a business career, and to this day I would discourage any children of mine from strictly vocational training.

Dr. Berry: You say that you took an A.B. in English because you did not want a strictly vocational education. You mention having no real career goals. Does this imply that you have some goals but perhaps unrealistic ones? Or incomplete ones?

Salesman: No, I never had any in high school. When I started college, I had none at all, and when I graduated there were barely any. Looking back upon it, I guess it was very impractical, but I had no concrete plans. I had considerable confidence, like Mr. McCawber, that something was going to come along. But I really didn't have any plans. I never really considered teaching at all. I had from high school and from home acquired a penchant and respect for English literature. It was simply a personal preference that I chose literature. I wanted to enjoy college, I liked literature, and I think there is a good deal personally to be gained from this sort of exposure anyway.

Dr. Berry: You don't regret this approach to education?

Salesman: Well, I will have to admit now that I have more or less entered upon a business career, I am behind in some ways. This is certainly my fault and not the fault of my college training.

I could have, in the meantime, picked up the ability to read a profit and loss statement or a balance sheet, which I am not very good at. But I don't regret it at all, except that I am behind, but that really doesn't bother me either. I could have learned some of those things since then if I had given it the time.

Dr. Berry: Suppose you give me a complete record of your employment since you left the University of Missouri, beginning with your first job coming down to the present. If there was any time when you were unemployed, account for what you were doing at that time.

Salesman: Well, immediately upon graduation I was inducted into the Army for two years as an enlisted man. After basic training in the state of Missouri, I was assigned for the duration of my obligation to Fort Sam Houston in San Antonio, Texas. This assignment was accidental but turned out to be very rewarding, not in connection with Army service down there, but while I was in the Army there, I managed to acquaint myself with a group, and we were very active. San Antonio, as a matter of fact, encourages this type of thing very much, so I used the background of my liberal arts education very much when I was there. Upon my release from service, I came back to Kansas City, decided to take a three month trip to California. I had some good contacts in the television and motion picture industry. It was nothing like I expected, so I came home discouraged from that. Having never really considered going into this, my father's business, I finally figured that I didn't know much about it. It had never appealed to me greatly, but then I had so little information that I couldn't really make a judgment, so I thought I would investigate it so that I would at least have a basis for judgment. I entered the business, found I was pretty good at it, and found that I did like it, to my amazement, certainly. So for the last four years I have been in this business.

Dr. Berry: How would you define the relationship between your English major and your present job? Is it a contribution to your background for your present job? Does it help you to sell and handle real estate?

Salesman: It's hard to translate, I think, a liberal arts education or an English major into its relationship to selling real estate. I feel it has been very beneficial to me. I said I would do it over again. And being hard to translate, it's mostly in an abstract sense. I think it contributes for one thing to articulation. That is on probably a more technical level; but the main thing, not only with respect to present employment but to a larger sense than that, would be personal enlargement that I think a serious student of any fine literature is exposed to. Naturally such a background will be of help in innumerable ways. This would benefit anybody no matter what he did. It would contribute to success in any field. It would improve your mind, enlarge it, increase your comprehension of people and their problems and their various relationships; and therefore your ability to get along with them—sell them if you want to really translate it. It would increase one's salesmanship effectiveness. I think those are the main areas of relationship between the two.

Dr. Berry: Do you think, in view of what you are now doing, that the English major was as good or better than another major in the liberal arts school—say, history, or philosophy, for example?

Salesman: I think English literature is the broadest and most beneficial major. It leads to the best general education available. It necessarily includes philosophy, political science, history, and numerous other subjects to a greater degree than any other single major. In other words, through literature one is exposed to many of the other liberal arts subjects. In some ways, it incorporates the rest.

Dr. Berry: If you were taking your English major today, would you alter it in any way?

Salesman: I think I would. Perhaps since graduation I have acquired more likes and dislikes. I think if I were doing it over I would stress certain periods of literature that I didn't at the time. The eighteenth century, for instance, Johnson. And I think I would have stressed American literature more. I think I only had one course in American literature, which is after all the literature of our country.

Dr. Berry: What about writing? Are you satisfied with your education in that phase? Would you have wanted more or fewer courses in writing, semantics, linguistics?

Salesman: Oh yes, I wish I had had more in non-Aristotelian semantics. I don't think it was available at the university. I never heard of it if it was. In fact I never heard much about semantics until I was out of school. I find it a fascinating subject. I suppose it would take a great deal of advanced study to tackle it, but I would like to have been exposed to it. I think I had three or four writing courses, but they really weren't adequate. I don't recall them being very well executed or very challenging. Or very informative. That may be the student's fault, but that was my impression of the writing courses.

Dr. Berry: Would you recommend any specific elective courses to be taken by the English major who plans to seek employment in a business career immediately after getting the A.B. degree?

Salesman: Yes, I would say, based upon my own experience, that a fundamental knowledge of accounting if he is going into business is a prerequisite. You always have enough elective courses that you can fit that sort of thing in. I would say, I can't remember all of the courses, but I would say two or three courses in introduction to business. Economics is very helpful, I guess, except that I took it in college and it is so greatly theoretical that I don't know what benefit it is to someone who is a wage earner or in a phase of business unless he is involved in economic theory on the administration level. Economics was a disappointment to me.

Dr. Berry: You mentioned an interest in writing. Will you talk about that a little more?

Salesman: Well, yes—reluctantly—I don't have much confidence in this respect. Not yet anyway. As a diversion, I have been fooling around for several years on a screen play. And that has been the thing I have been revising and adding to. Mostly, apart from that, an occasional short story, a poem or something like that—but the main project has been this screen play. Recently, I have just started to try to put together some preliminary thought on a children's introduction to a certain composer's works. I was thinking of something for the ten or twelve year old, an explanation for a younger person.

Dr. Berry: Do you have an agent or contacts with publishers in New York?

Salesman: I think some could be uncovered. I know several people who would be very powerful allies in a thing like this. I have some real good contacts on the West Coast and if the screen play is ever finished and ready and polished, I think they would lend an ear.

Excerpts—Interview of an English Major in Personnel Management

Dr. Berry: You mentioned in the questionnaire that you had originally enrolled in engineering at Kansas State University but dropped out and joined the Army. What changed your mind?

Personnel Manager: Well, like most young men I personally was interested in a nice job with a good salary with security attached thereto, and I felt that education was a means to an end, rather than to develop one's capabilities. So I got into engineering, but I found out that the subject matter was too restrictive. Frankly, there were just too many questions about life, and what our historical background was, where we are headed, that were left unanswered. It seemed to me that engineering was just learning a trade. I thought that I wanted to learn how to live, how to make the most of myself. I decided to enroll at Rockhurst College and major in literature when I returned from the service.

Dr. Berry: Was your father a college graduate?

Personnel Manager: No, I think that dad finished grade school and had about two or three years of high school. I can see why he valued the importance of learning a trade, especially when he had such a hard time himself. Four years of college and a guaranteed job looked like the easy way to him.

Dr. Berry: Give a little account of your employment history—actual jobs held, types of work done, salary, etc.

Personnel Manager: Well, I once considered being a teacher, but when I graduated and decided to go into business rather than graduate school, I applied for work at different places I knew here in Kansas City. One of these places was an automobile assembly plant, and I was hired. My uncle and my father are interested in a business here in Kansas City. It is a hard metal manufacturing company that employs about 200 people in its foundry and machine shop. Of course this was far and away my best advantage if they needed me. My uncle told me that they wanted me to come to work out there, so I took over the industrial relations and personnel end of things. I proceeded to take all of the night courses that I could get in the field because I believe that undergraduate school is no place to specialize. You can do that later on, which is what I did. I did all of the hiring, the safety program, insurance, workmen's compensation, processing of grievances, training, and promotion. It is pretty much a one man deal at our plant. I succeeded in making some considerable savings for the company by revamping our underwriting procedures in insurance, improving relations, and setting up a testing and screening program on something of an objective basis, which they never had. I had been at the plant six years when a friend of mine who had taught night classes over at Rockhurst and who is one of the top industrial relations men in the area wrote me a letter and wanted to know if I wanted a job. Although the salary was something less than I am making, it was still good. (I make between $11,000 and $12,000 now including fringe benefits.) After several interviews, the guy told me he thought he could use me if I could accept the salary, so being a little dissatisfied in my present job and with a normal instinct of wanting to advance which didn't seem possible in my present job, I frankly parlayed this into an increase in salary in my present company and a little better position which involves a directorship. The new job is in supervision. In our particular organization a supervision job is more important than an industrial relations and personnel one. There will be salary increases in the new job, but that isn't settled yet.

Dr. Berry: When you first went into the company with your background of math combined with an English major, did you feel in any way inadequately prepared? How would you compare your background for this job with that of a business major? Was this an advantage or a disadvantage to major in English and come up this way? Can you make a comparison with the business graduate?

Personnel Manager: Frankly, I felt some lack in not having a business administration background since I have been in my job. That is why I have taken some postgraduate courses in business. But if I had it to do all over again, I would do the same thing. I would major in literature because when I think about it I think that what I was looking for out of a college education more than anything else was confidence. And the only way that I could get confidence was by having these questions answered. I think that I wanted most of all to get oriented with life. I felt that once I was basically oriented I could pick up the other necessary things, after I got on the job, which is pretty much what I have done. I've studied some accounting on the side and some other things in order to get along, but mainly the one big gift that I got from my literature background was—well, there were really two things. First of all it has developed in me an imagination. Some of the things I did at the company—revising the insurance plan, changing policies, effecting some economies—I did mainly because I came into the plant with an entirely different viewpoint. I took an entirely different viewpoint than anyone had before because my background in thinking was different. This is probably an oversimplification of a situation, but I felt that I didn't want to go into the business world prejudiced. So I didn't tie myself to a business administration education. Because again, the only way a college can build a course in business administration is to build a course around what actual business administrators tell them that they need, and this is a situation that is in constant flux. Business is constantly changing. I think that the best thing that any employee can offer his employer is an open mind and an ability to think, and the ability to continue to educate himself along specific lines. This is a personal opinion.

Dr. Berry: As I understand it, if you were repeating your college program you would still major in English literature. Would you want to change your English courses in any way? Would you alter your English major in any way?

Personnel Manager: Well, of course it has been some time. It has been six years since I graduated. But actually to be honest with you, I think education more than anything else was people to me. It was individual instructors who had good minds and something to offer, more than courses. In math this was different. In math there is a sequence of subject matter. But in literature, you have something different. I have always maintained that you can tell more about a country from studying its literature than you ever can from studying its history. Literature is ideas. It's people. It's about as close a contact with reality as you can get. I think I had a pretty well-rounded program.

Dr. Berry: As far as the writing courses were concerned, were you satisfied? Were you given enough opportunity for creativity and self-expression?

Personnel Manager: I think so. All of the literature professors would have been very happy to accept any writing on anything at any time. The only reason they assigned work was to give us a little jog along certain lines. I think there were certain professors who were most concerned about the history of English literature, with getting the subject matter across, which is another way of saying "learn certain dates and bits of information so that you have a background in the field."

Dr. Berry: What would you like to write about?

Personnel Manager: Well, I don't know really. I think I would have to back off. I am too close to things now to try to write about them. I swear I could write a best seller just about American industry. And labor mangement problems. I'm convinced of it, but I am too close to it. I'd have to retire, or take six months off, and then look back.

Dr. Berry: You have been in an employing position at your plant, and directly or indirectly you are going to be concerned with this the rest of your life. How do you view the English major, or for that matter the liberal arts major, in the business world? What are you going to be looking for in people you hire and promote?

Personnel Manager: Well, of course, we are a small company, and the people we hire are mostly factory people. We hire some staff and some office people, but the turnover is small. I would say that in our small company we are more concerned—I am thinking of a staff job in the company—we are more concerned about the individual, and his ability to adjust to that particular organization and to a particular group of people. This is not necessarily my thinking. It is the thinking of the company. We look for people who can get along, who have a good head on their shoulders, and whom we can count on to stay with us. This is far more important than a particular field of training, with the possible exception of engineering. As a matter of fact our plant manager, who is a graduate in engineering and a very big man in the company, has got the job mainly because he is one of the few engineers there who has a very fine personality. A man with an engineering degree can get a job, that's for sure, but moving ahead over the next five or ten years is something else. After about five years on a job, people forget your college record and they begin judging you on your ability on the job instead. And what contribution you are making to the company. I think this is true anywhere. And my experience with engineers is that too many of them can't think. The one thing education could do for us is to revamp the engineering program to give us engineers who are more talented and capable and can make a contribution to the company as a whole rather than isolating themselves from the operation. A lot of them are good people. It is just that their education is so completely exclusive. They get out in life and there is this tremendous vastness, and they can't cope with it.

3

English Majors in Teaching

Anyone picking up a newspaper or magazine today is certain to notice that education is a vital public concern. The press has given more space to education during the past six years than it did during the preceding sixteen. The first Sputnik had much the same effect as the stock market crash of 1929 and the Japanese attack on Pearl Harbor. In all cases, it was less the blow than the exposure of fundamental weaknesses in our democratic system that caused the alarm. Certainly, Sputnik I more than any other force in American history brought about a lively and hopeful reawakening of public interest in the quality of education in the United States. It brought into focus the profession of teaching.

This public awakening of interest in education comes at a crucial time; for the problems created by the rapid population growth, the increasing life span, the decline in morals, combined with the threat of unemployment through automation, defy easy solution. They challenge the best of minds, and increasingly government leaders and "idea men" are coming to the realization that only the schools and colleges can provide the education, research, and leadership necessary to cope with the approaching crisis.

Competence in English is almost universally recognized as basic to quality in all education; yet the teaching of English is far less effective than it should be. Large numbers of students who become dropouts lack minimum proficieny in reading and writing, and a large number graduating from high school are similarly deficient. Too many students have been struggling to learn English under gravely inferior conditions—in overcrowded classrooms, with inadequate books and supplies, staffed by poorly qualified teachers who themselves lack language proficiency. It has been estimated that at least half of the English teachers in the United States are not qualified for their jobs. The shortage exists on all grade levels and presents a challenge to the English major in college.

Twenty-five of the young men in this study committeed themselves to a career in teaching. The returned questionnaires, however, did not indicate the teacher shortage as a possible lure, for most of them went into teaching because they enjoyed school life, liked to read and write, admired some particular teacher, or wanted to remain scholars the rest of their lives.

Vocational Goals of the English Majors in Teaching

Only four of the twenty-five English majors now engaged in teaching were decided on this career when declaring the English major at the beginning of the junior year. To be more specific, eighteen of the twenty-five had no vocational goals and three had no definitive ones. When the twenty-five young men were asked why they chose the English major, responses such as the following were offered:

> Both my aptitude and my interests have always been in the verbal areas. I was considering both magazine writing and teaching, but because of obligated military service (three years), I put off a final decision until after college graduation.
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> I was always fond of reading. I started out as an economics major but did poorly. I had done reasonably well in English courses, so I changed majors. I was not fully aware of either the possibilities or the limitations of the field. I honestly think I switched to English to stay in college. I nearly flunked out.
>
> I more or less drifted into it. I had no precise goals. I liked writing, reading, and speaking. I took courses which interested me. Toward the junior year, I began to see that what I had taken more or less coalesced into an English major.
>
> I originally intended to go into journalism. The liberal arts college I attended did not offer journalism, so I took the next best thing, English.
>
> I like literature and enjoyed writing. I wanted to teach in high school.

Education of the English Majors in Teaching

As might be expected, the educational backgrounds of the young men in teaching reveal patterns of continued study and higher degrees. Both college and public school teachers normally surpass the minimum requirements for their respective fields. Although at the college level a teaching position can be secured with one or two years of graduate study in the subject field, it is common that the Ph.D. ensures maximum opportunity for job selection, promotion, and professional recognition; therefore twelve of the fourteen young men have pursued this degree. Of the other two, one began as a high school teacher but recently joined a junior college faculty. The other completed a master's degree in educational administration and does administrative work in a church related institution. Of the twelve young men who enrolled for the doctorate in English, two have completed the Ph.D. and are now employed as full-time college teachers.

The educational route of the men who aspire to college teaching is a long one, often involving self-sacrifice. All but two of the young men have contributed to their own financial support while attending college. This involves part-time work, summer jobs, and an occasional scholarship, combined with a graduate assistantship at the doctoral level. With this work-study combination, it requires from ten to fifteen years for the young men qualifying for college teaching to prepare themselves for their first professorship. The college English teachers in this study frequently took their first full-time job before completion of the dissertation, and because of this their initial earnings are lower. It is the Ph.D. that makes the difference.

Although there are many public school teachers in the United States who are not properly trained for their jobs, elementary and secondary school teachers must be licensed by the state education department of the state in which they teach. Certification requirements differ from state to state, but certain underlying principles appear to hold true. Deviations are made when qualified applicants are not available. Most states require a minimum of a bachelor's degree, and there is increasing preference for five years of training or the master's degree at the secondary level. In addition to minimum degree requirements, most states require a teaching candidate to include in his degree program certain general education courses in the liberal arts college and certain education courses which are usually taught in the school of education or in the education department of a liberal arts college. High school teachers are required to complete an undergraduate major in the subject to be taught. Once the undergraduate decides on a career in public school teaching, he usually consults the officials of the school of education or the education advisor on his campus. Only in this way can he be sure of meeting the state certification standards.

In general, the English majors in elementary or secondary school teaching in this survey register advanced training beyond their job requirements. Most of them formed no decision to teach until near or after completion of the A.B. degree; their education courses were taken the following year or at the graduate level. In addition to supplementary courses in education, many have also taken graduate studies in their teaching field. It may be generally concluded that the English majors in the survey have completed more college study than the average public school teacher. Nine of the eleven list six years of college preparation, one lists seven years, and one lists five years. At least three of them expect to complete the Ph.D.

Getting Their First Jobs

The young men in college and public school teaching normally use the resources of the college for their first job leads. Since there is a critical shortage of qualified English teachers, obtaining a position is no problem for them. Vacancies are brought to their attention through the college placement service, faculty advisor, or some other college official.

The Salaries of the Young Men in Teaching

The salaries of the young men in college teaching do not merit special analysis. Only two of fourteen have a Ph.D., which is a requisite for higher salaries, professional status, and tenure. Recent statistics show that the average college teacher's salary is $8,342 for the nine month academic year;[2] with summer school included, the salary may approach $10,000. While this is the average salary, even a young Ph.D. with no experience can expect a starting salary of $7,000 or more for the nine month term in all but the most impoverished institutions.

Chart 11 lists salary information for young men in elementary and secondary school teaching. As a group, their salaries are lower than those of the English majors in other career fields. (Median salary lies in the $5,800 to $6,000 range.) Although teaching experience is important in determining salaries, a more important factor concerns the particular section of the country in which the teacher is employed. The two highest salaries, $7,000 each, were reported by one teacher in Michigan and another in California.

Career Patterns of the English Majors in Teaching

In Charts 11 and 12 the most distinguishing feature of the career patterns of the college English teacher is the work-study approach. After earning his A.B., the prospective college teacher embarks upon graduate study, at which point he may accept a graduate assistantship and begin the long and rigorous work-study period. He may complete the doctorate by his thirtieth birthday, but he may well be thirty-five.[3]

The young man in high school teaching follows a more leisurely pace. He keeps changing jobs for better paying positions, and uses summer vacations for further study or travel.

Extent of Satisfaction with Choice of College? Major? Career?

Twenty-four of the twenty-five young men are satisfied and expect to continue with teaching. The other, who wants to devote full time to writing, expressed no dissatisfaction with teaching, but did say, "Ten

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[2] *Salaries Paid and Salary Practices in Universities, Colleges and Junior Colleges, 1963–64* (Washington, D.C.: National Education Association, 1964), 60pp.

[3] Young readers discouraged by this work-study approach to the Ph.D. should note that there are many alternatives which were not available to the English majors in this study. While many graduate students still choose the work-study plan, an increasingly larger number who need financial assistance are succeeding with the aid of fellowships and loans. Any undergraduate English major with superior grades who wishes to pursue the Ph.D. but has no financial assistance should contact his college financial aids office and his academic advisor for information. He should also write the graduate institution of his choice for information. He should study carefully the large number of fellowships and loans now available to him through the 1964 revision of the National Defense Education Act.

CHART 11: CAREER PATTERNS OF 11 ENGLISH MAJORS IN ELEMENTARY AND SECONDARY TEACHING
June 1963

	Education	Undergraduate GPA 4 Point Scale	College Financing	Years Employed non-military	First Employer
1	A.B. English, MU M.Ed. (secondary) Special study, French	3.4 Dean's list Phi Beta Kappa	Parents 100%	8	Suburban high school 1955–58, English teacher Home, $5,500
2	B.J. Journalism A.B. English, MU 15 hours, ed.	2.3	Parents 80% G.I. Bill 20%	8	University, 1955–60 Public rel, sports director Midwest, $3,700–5,000
3	A.B. English, MU 1 year further study	2.1	Parents 85%	7	U.S. Marine Corps 1954–56
4	A.B. English, MU 1 year graduate study, education	1.7 Grades fluctuate from A's to F's	Parents 50% G.I. Bill 50% (Money no problem)	6	Insurance co, 1956 Underwriter Home, $3,900
5	A.B. English PC M.Ed. Graduate study	2.4 Who's Who Among College Students yearbook editor	Part-time job 100%	6	City public schools 1957–59 Teacher and resource person in camp program Midwest, $5,600
6	A.B. English, RC M.Ed.	2.5 Editor, college newspaper	Parents 50% Part-time job 50%	5	Parochial school, 1957–59 English teacher Home, $3,300
7	A.B. English, KCU M.Ed. Seminary, 1 year Graduate study	3.2 Dean's list	Relative 60% Part-time job 30% Scholarship 10%	4	Suburban high school English teacher 1959–63 Midwest, $5,700
8	A.B. English, PC A.M. English Further study, mathematics	3.5 Dean's list Cum Laude English Honors	Parents 90% Part-time job 10%	4	U.S. Army 1957–59
9	A.B. English, MU A.M. English Ph.D. in process	2.4	Scholarship 100%	4	U.S. Army 1955–58
10	A.B. English, MU A.M. English Further study	2.3	Parents 50% Part-time job 40% Summer job 10%	3½	Small town high school English teacher, 1960 Midwest, $3,000
11	A.B. English, MU 2 years graduate study	2.0	Parents 100%	2	U.S. Army, 1958–60

CHART 11 (CONTINUED)

	Education (Column 1 repeated)	Second Employer	Third Employer	Fourth Employer	Comments
1	A.B. English, MU M.Ed. (secondary) Special study, French	State dept., 1958–59 English teacher Overseas, $9,000	Suburban high school English-French teacher 1959–61 Home, $5,800	Suburban high school, 1962– English teacher Home, $6,100	Age 32, single. Aspires to Ph.D. and college teaching.
2	B.J. Journalism A.B. English, MU 15 hours, ed.	Suburban high school 1960– English teacher Midwest, $4,600–5,100			Age 31, married, 2 children. Began in public relations but found the rewards shallow.
3	A.B. English, MU 1 year further study	Lumber company, 1956 Executive trainee South, $4,000	Outdoor camp, 1956 Self-operated South, $5,000	Private school, 1957– Teacher and trans. service South, $6,000, plus outdoor camp operation, $5,000	Age 31, married, 3 children. Author of prize winning children's book. Creative writing major at M.U.
4	A.B. English, MU 1 year graduate study, education	Manufacturer, 1957 Sales trainee Home, $4,000	Small town high school English teacher, 1959–61 Midwest, $3,600	City high school, 1961– English teacher Home, $5,800	Age 31, single. Had trouble getting into career he liked.
5	A.B. English PC M.Ed. Graduate study	City elementary school Sixth grade teacher, 1959– Midwest, $7,000			Age 32, married, 1 child. Very active in college sports and social life.
6	A.B. English, RC M.Ed.	Suburban high school, 1960 English teacher Home, $5,800			Age 26, married, no children.
7	A.B. English, KCU M.Ed. Seminary, 1 year Graduate study				Age 31, married, 3 children.
8	A.B. English, PC A.M. English Further study, mathematics	Small city high school Mathematics teacher 1959– West, $4,900–7,000			Age 28, married, 2 children. Studied math by attending National Science Foundation Institutes.
9	A.B. English, MU A.M. English Ph.D. in process	Military academy, 1959–60 English teacher East, $3,300	Private school, 1960– English teacher East, $6,000		Age 31, married, 2 children. Working on doctorate at Ivy League school.
10	A.B. English, MU A.M. English Further study	Small city high school English teacher, 1960– Home, $3,800–5,200			Age 28, married, 3 children. Financed college by dance band he organized.
11	A.B. English, MU 2 years graduate study	City junior high, 1960–62 Science teacher Southwest, $4,600–4,800	City high school, 1962 English teacher (1 mo) Home, $5,000	Attending graduate school Psychology, 1962–	Age 28, married, 1 child. Has had serious adjustment problems that stem from home. Parents are college educated.

CHART 12: CAREER PATTERNS OF 14 ENGLISH MAJORS IN COLLEGE TEACHING
June 1963

	Education	Undergraduate GPA 4 Pt Scale, Honors	Undergraduate Financing	Graduate Financing	Years Since Completion of A.B.	Graduate Education and Job Progression
1	A.B. English, 1953, KCU A.M. English, 1954 Ph.D. near completion	3.5 Dean's List Cum Laude Edit, lit mag	Full-time job 75% Savings 25%	Grad asst 60% Scholarship 10% Savings 30%	10	State university, 1954–59 Grad student, teaching asst Midwest, $2,000
2	A.B. English, 1953, RC A.M. English, 1957 Ph.D. near completion	2.1	Summer job 50% Part-time job 50%	Grad asst 75% Scholarship 25%	10	U.S. Army 1953–55
3	A.B. English, 1953, PC A.M. English, 1957 Ph.D. near completion	2.2	Parents 55% Relative 30% Part-time job 15%	Relative 60% Grad asst 25% Part-time job 15%	10	Department store, 1953 Credit department (6 mo) Home, $3,400 (Awaiting draft)
4	A.B. English, 1954, KU A.M. English, LL.B. Ph.D. Slavic languages near completion	3.4 Dean's List Phi Beta Kappa	Parents 80% Scholarship 20%	Law school, Parents 80% Part-time job 20% Grad school, Scholarship 100%	9	
5	A.B. English, 1955, KCU A.M. English, 1957 Ph.D. English, 1961	3.4 Dean's List	Parents 37% Scholarship 33% Part-time job 30%	Fellowship 80% Loan 20%	8	Private university, 1960–61 Instructor East, $4,500
6	A.B. English, 1955, RC A.M. English, 1957 Ph.D. English, 1960	3.4 Dean's List Edit, col newspaper, writing award	Scholarship 50% Part-time job 25% Summer job 25%	Grad asst 75% Summer job 25%	8	State university, 1955–60 Grad student, teach asst Midwest, $2,200
7	A.B. English, 1955, RC A.M. English, 1957 Ph.D. near completion	3.0 Dean's List Who's Who Among College Students Writing Awards	Parents 90% Part-time job 10%	Parents 25% Grad asst 75%	8	State university, 1955–57 Grad student, teaching asst Midwest, $750
8	A.B. English, 1956, MU M.Ed., 1959 Graduate study	2.6	Parents 50% G.I. Bill 40% Part-time job 10%	G.I. Bill 100%	7	Small town high school, 1956–62 English teacher Home, $4,950
9	A.B. English, 1956, PC A.B. English, 1961 Ph.D. in progress	3.1 Dean's List Edit col newspaper	Relative 50% Loan 25% Summer job 25%	Grad asst 65% Relative 25% Loan 10%	7	State university, 1956–61 Grad student, instructor Midwest, $2,250
10	A.B. English, 1957, MU A.M. English, 1961 Ph.D. in progress	3.0 Dean's List Mahan Writing Award	Parents 50% Loan 25% Scholarship 5% Part-time job 20%	A.M. part-time job 70% Loan 30% Ph.D. grad asst 100%	6	Small town high school 1957–59, English teacher Midwest, $3,600–3,850
11	A.B. English, 1957, MU A.M. English, 1958 Ph.D. in progress	3.0 Dean's List	Parents 100%	A.M. Parents 100% Ph.D. grad asst and loan	6	State university, 1958– Instructor Midwest, $3,900
12	A.B. English, 1957, RC A.M. English, 1962 Ph.D. in progress	3.4 Dean's List Writing Awards	Summer job 100%	Grad asst 75% Summer job 25%	6	State university, 1957–62 Grad student, teaching asst Midwest, $1,500–2,200
13	A.B. English, 1957, KU Theology study, 1957–58 A.M. English, 1961 Ph.D. in progress	2.5	Parents 60% Part-time job 30% Summer job 10%	Grad asst 70% Wife 30%	6	State university, 1959–61 Medical school, hosp attendant in lieu of military service Mountain states, $2,700
14	A.B. English, 1957, RC A.M. Education, 1963	2.5 Writing Award	Full-time job 70% Scholarship 5% Parents 25%	Full-time job 100%	6	U.S. Army 1957–60

CHART 12 (CONTINUED)

	Education (Column 1 repeated)	Graduate Education and Job Progression (Continued)				Comments
1	A.B. English, 1953, KCU A.M. English, 1954 Ph.D. near completion	State college, 1959–62 English instructor West, $5,844–6,875	State college, 1962– Assistant professor Midwest. $7,200			Age 41, single, attended college three years, then worked in business ten years before returning to college to complete degree and take up teaching
2	A.B. English, 1953, RC A.M. English, 1957 Ph.D. near completion	State university, 1957–61 Grad student, instructor Midwest, $2,900–3,200	State college, 1961–62 Instructor Mountain states, $5,500	State university, 1962–63 Finishing Ph.D., instructor West, $2,600		Age 31, married, no children, completing Ph.D. in Big Ten university
3	A.B. English, 1953, PC A.M. English, 1957 Ph.D. near completion	U.S. Army, 1953–55	State university, 1955–57 Grad student, part-time job, Midwest	State university, 1957–59 Instructor Midwest, $4,100	State university,1959– Graduate asst Midwest, $1,550	Age 31, married, one child
4	A.B. English, 1954, KU A.M. English, LL.B. Ph.D. Slavic languages near completion					Age 30, single, attended KU because father did, outstanding scholastic record, but has had a difficult time deciding on career. Attends a Big Ten university
5	A.B. English, 1955, KCU A.M. English, 1957 Ph.D. English, 1961	State university, 1961– Instructor Midwest, $6,300				Age 29, single, completed Ph.D. in prestige private eastern university
6	A.B. English, 1955, RC A.M. English, 1957 Ph.D. English, 1960	State university, 1960–62 Instructor South, $5,400	Private university, 1962– Assistant professor Midwest, $7,350			Age 28, married, one child, completed Ph.D. in Big Ten university
7	A.B. English, 1955, RC A.M. English, 1957 Ph.D. near completion	State university, 1957–62 Grad student, teaching asst Midwest, $2.300	Private university, 1962– Instructor Midwest, $5,900–6,300			Age 28, married, no children, completing Ph.D. in Big Ten university
8	A.B. English, 1956, MU M.Ed., 1959 Graduate study	Junior College, 1962– Instructor Midwest, $6,600				Age 34, single. Early goal was teaching
9	A.B. English, 1956, PC A.B. English, 1961 Ph.D. in progress	State college, 1961– Instructor Midwest, $6,500				Age 27, married, one child
10	A.B. English, 1957, MU A.M. English, 1961 Ph.D. in progress	State university, 1959–61 Grad student, part-time job Midwest, ———	Suburban high school, 1960–61, English teacher Midwest, $4,800	State university, 1961– Grad student, instructor Midwest, $3,000		Age 27, married, no children
11	A.B. English, 1957, MU A.M. English, 1958 Ph.D. in progress					Age 28, married, one child
12	A.B. English, 1957, RC A.M. English, 1962 Ph.D. in progress	City university, 1962– Instructor Midwest, $5,700				Age 26, single
13	A.B. English, 1957, KU Theology study, 1957–58 A.M. English, 1961 Ph.D. in progress	State university, 1961– Grad student, grad asst Mountain states, ———				Age 28, married, no children. Was chemistry major until senior year of college
14	A.B. English, 1957, RC A.M. Education, 1963	Parochial ele school, 1960–61 7th grade teacher Home, $2,800	Parochial high school, 1962– English teacher (4 mo) Home, ———	Record company,1962–63 Stock clerk while attending grad school, Home, $3,000	Private college, 1963– Director, Teacher edu. Home, $7,600	Age 27, married, one child

years from now I hope to be retired on a little island near Green Turtle Key in the Bahamas, writing successful books. I mean it. Or else kicking up daisies."

When the young men in college teaching were asked to express the extent of their satisfaction with their choices of college and English major, eight of the fourteen young men were satisfied with their original choices. Four would have preferred another institution, and two made these comments:

> It is hard to say. I suppose that I would have received a better education in an Ivy League school, but I worked hard at the university and probably learned as much there as elsewhere. I thought the English department was poor, however, and I received no authoritative command over any period of English literature. There seemed to be no sense of belonging to the English department. I have already rejected law as a career, even though I hold the LL.B. I am now studying Slavic languages to prepare for college teaching in this field when I get the Ph.D.
>
> The only change I would make would be to select teachers with greater care; also I would have discovered the course content from personal observation rather than depending upon the course description in the college catalog.

Ten of the eleven young men in public school teaching expressed satisfaction with their choices of college; nine of the eleven expressed satisfaction with their choice of an English major. Three made these statements:

> I would get the degree in education but with as little alteration as possible. I am skeptical of the real value of years of professional education courses in college. I have had twenty-eight hours in education at the graduate level, so I have had some experience. Also I am jealous of the pure enjoyment I got from the liberal arts curriculum.
>
> I am glad that I took the courses that I did, and attended the school that I did. I wish I had had some guidance from home or from some professional counselor rather than some brilliant but dog-tired, poorly paid, and discouraged professor being forced to counsel uninterested adolescents. I wish I had studied harder, and made better grades, and taken the A.M. while I was there. It is a constant source of comfort, however, not to have been in the school of education. I received a good liberal arts education and took the education pap later.
>
> I would have stayed home and gone to school to save money for the Ph.D. in New England or abroad.

When the young men in college teaching were requested to make recommendations for undergraduate curricular change, six of them expressed satisfaction with their undergraduate major. Two recommended more work in language, one recommended undergraduate seminars, and one recommended a more broadly conceived program of literature rather than concentration on English and American areas.

The eleven public school teachers seemed more generous in their comments on the English curriculum. Of the seven public school teachers who suggested alterations, five recommended more work in writing, grammar, linguistics, and semantics, and two felt the need for better education courses.

Advice to Other English Majors

Eight of the fourteen young men in college teaching offered advice to other English majors; a few typical comments follow:

> Take more content courses in the major, take none in educational methods or as little as possible, take some work in psychology, and definitely master a foreign language.
>
> The trouble with the English major is that it leads to few jobs outside of teaching or technical writing. For anyone who asks that his college education directly help him to another type of job, I say take business administration and be done with it.
>
> I would suggest a strong concentration in the humanities for anyone planning to teach English. History, music appreciation, philosophy, and art history are very important courses for an English major.
>
> Stay away from education courses unless absolutely necessary. People intending to teach in college will get nothing out of them and nothing of use from the education department. Such was my experience. Otherwise, range as widely as possible, dipping into many departments for at least one course (excluding education and sociology). I think ten hours of philosophy and twelve hours of history are a must.
>
> Take as many courses in literary criticism as possible if you plan to go into college teaching.
>
> Take related courses. Logic, history, philosophy, and journalism are helpful. There are many jobs open to anyone who can express himself well orally and on paper.

Six of the eleven young men in public school teaching contributed these comments:

> I took education courses in two different schools. The trouble with them is that they are so poorly taught. I have to say this in all fairness though. I feel that I could have profited from the education courses if they had been better presented.
>
> Take electives in journalism, history, and political science. Read on your own in areas of literature not covered in your course work.
>
> The main trouble seems to be that English majors who plan to teach in high school do not take enough English courses.
>
> Take subjects in history, anthropology, and psychology. Philosophy is also helpful.

> Take subjects in many fields if you are not sure of what you want to do. Include courses in education and business. That is where most English majors wind up. Journalism electives will be helpful.
>
> Take speech, semantics, creative writing, and grammar. Load up on grammar if you plan to teach in high school. Take as few education courses as possible. Unless they are better taught than the ones I had, you will not get much out of them.

The Writing Interests of the English Majors in Teaching

All of the young men in teaching express an interest in writing, but there appears to be a difference between the writing interests of the public school teacher and the college professor. The public school teachers express an interest in creative writing; the college professor wants to write in his professional field. There is probably a logical reason for this, since in many institutions of higher education research and publications of a professional nature determine one's salary and rank, and even whether he is qualified to retain his position. The writing interests of the young men in college teaching are expressed in these ways:

> I would like to do some critical writing on the modern novel. I would like to edit a text and do research in my field.
>
> I have one manuscript being examined by a publisher. I expect to write and publish a great deal, mostly in my field.
>
> I have published two professional articles. One is in *American Quarterly,* and the other is in *Nineteenth Century Fiction.*
>
> I am preparing some critical essays for possible publication.
>
> I am interested in creative writing, but I don't have time for it. I imagine that most of my writing will be of a scholarly nature.

The creative writing interests of the young men in public school teaching tend to be latent, since their impulse to write conflicts with a limited amount of time at their disposal. Here are a few statements:

> I have had courses in writing and am very interested in it. I have written short stories, a play, and from time to time I rewrite a novel. The only thing I ever published was a series of articles I wrote for the *Kansas City Star* when I taught for the State Department in Cambodia.
>
> I have a great deal of interest in creative writing, but no time.
>
> I have a desire to write, but home and elementary school teaching do not motivate this sort of thing.
>
> I have written only poetry, most of it bad. I have never tried to write for publication. I would like some day to write children's books for the early teens. I don't think much of the worn, corny ones now on the market.

Another man, thirty-one years old and living in Florida, added to the end of his questionnaire:

> Author of *Me and Caleb*, 1962, Follett Publishing Company, $3.25. Reading level, grades 5 through 8. Winner of the $3,000 Charles W. Follett Award for best contribution to children's literature, June 1962.

Summary

In general, it may be concluded that English majors in teaching are a highly verbal group. Although there appear to be some differences between those in public school teaching and those headed for work at the college level, both groups maintain serious interests in writing. The college teachers had a higher undergraduate grade point average than any other occupational group in this survey. Although the salaries reported for young men in teaching were generally lower than for the English majors in other job classifications, inevitable salary improvements and psychic compensations were reasons for their present satisfaction with their choice of career.

Excerpts—Interview of a Teacher

DR. BERRY: Going back to high school and grade school and so on, from the earliest time that you can remember, what were your career goals? Did you make any changes in them before college?

TEACHER: I wonder how many teachers would say that they had always wanted to be a teacher. I think many of them probably could though. I think those would be the people who were professional students. They couldn't imagine doing anything but teaching because they loved school. They wanted to remain scholars and stay in school. I was one of those. I always wanted to be a teacher. Teachers were the finest people I knew.

DR. BERRY: Why did you major in English in college? When did you decide on this?

TEACHER: Well, I didn't, exactly. When I was in high school, I thought I might major in math in college. Then I went on to the Junior College of Kansas City where I had less success in math than I did curiously in a subject I didn't like so well but I had to work so hard on—writing compositions. I never pass off today writing compositions as an easy thing. It never was for me. It was an awful ordeal. I never could imagine I could spend my life doing it, but somehow along the line in Junior College I found teachers of English and foreign language who were such interesting people. Then I went on to the University of Missouri and took a program that offered a great deal of latitude for a liberal arts background. And this is what interested me most. I wanted to be educated. I wasn't thinking about a job. I took a course there called English Honors. It was a two-year course that led to Distinction English. It consisted of a wide and thorough background in philosophy, history, foreign language, as well as a seminar situation with the English professor.

Dr. Berry: When did you really decide to major in English? Had you decided this by the time you got to the University of Missouri?

Teacher: I don't think I had. I wanted the broadest possible education that I could get in liberal arts. I had a horror of education schools. I had the greatest respect for academic things. I thought I would always go to school and probably wind up as a professor. It was the English honors program that seemed to offer the broadest education possible even if it is not a part of a broader honors program. It really encompasses many subjects. It also includes psychology, philosophy, history, and so on.

Dr. Berry: Did you have a well-rounded English major or were there some things that you wish now you had taken or had the opportunity to take? How about semantics, linguistics, creative writing?

Teacher: No, I think I had a well-rounded major. I don't think the University offered semantics or linguistics. If they did, no one mentioned it to me. But I was reading in these areas on the side, probably in part because of my interest in philosophy and psychology too. I think these areas haven't had enough recognition in English programs, because the education of teachers has omitted them, and in many cases professors like to continue with what they know and like rather than in picking up new fields. Linguistics is an interesting new field, and professors should know more about it. About creative writing. I took two courses as electives. I had a private interest and curiosity.

Dr. Berry: Now when you got out of college, you did not have the education courses you needed for teaching in high school. Had you thought about that? Did you know of these requirements?

Teacher: I am afraid I hadn't thought much about this. I am afraid I thought I would go on through school. I thought I would take a doctor's degree and wouldn't take any education courses. I sort of thought of teaching in college.

Dr. Berry: Why did you give up this idea of going right through college for the doctorate?

Teacher: Oh, personal reasons, I suppose. I got a little tired of school. After MU I went to the University of Kansas City for a year and took a master's in education. I don't regret it, but I will probably eventually get the Ph.D. On the other hand another thing came up at that time too, my love affair wtih New York. I went to live in New York for a while. This was right after I graduated from MU and before I got the M.A. I wasn't interested in hurrying to teaching. I wanted to try my wings. I thought I was too young to make much of a teacher anyway. I had a lot of things to learn and to do. In New York, I lived on every level—from a very nice area where I lived with a librarian's family to a slum walkup. I worked with quite different types of things—General Motors, the Psychological Corporation, and I can't remember all the jobs. At one time I was veterans' advisor at Columbia University. I took some courses at Columbia University and at the New School of Social Research, read widely, saw all of the new plays. I had Erich Fromm in a lecture course at the New School of Social Research. I stayed in New York a year and a half. I was low man on the totem pole, but I loved it. I finally got tired of it. I had all of these odd jobs, but nothing really challenging. The romantic part of it began to pale, so I decided to go back. Then I went to the University of Kansas City and took a master's. I left out one incident, a bad automobile accident that did bring me back to Kansas City for a year. I did read a lot that year and developed some interest in psychology. I had had a few courses at MU. In fact by the time I got the M.A. I had a double major in psychology and education. I started teaching before I finished the master's.

Dr. Berry: Tell me a little about your professional work.

Teacher: Well, while I was practice teaching a vacancy occurred in a suburban high school. My professor told me about it. I called the school. The principal came over to the high school to observe me teach. I guess he wanted to see if he thought that I could do it. He observed my class several times before hiring me. I stayed there three years. I tried to build up the foreign language department in addition to teaching English. Then one summer I got this chance to go to Louisiana State University for one of the first NDEA language institutes. I had been teaching a little French which was my minor. While I was at LSU that summer, I heard about an opportunity to teach English as a foreign language in some of the ex-French colonies; so I took this job for one year in Cambodia.

Dr. Berry: Most teachers categorize English as a subject like philosophy, history, mathematics, and so on. Do you think of it in this way, or how do you view it?

Teacher: Well, I think I first did that; then I taught English as a foreign language. At this point I began to think of it as a language—French, German, English. I categorized it with a different group of subjects and still do. Since I have taught English as a foreign language, I question very much this earlier classification. English functions very much the way French and German do to our students when it is taught as a foreign language. It is a language too. This is a difficult thing to learn—to think of English as one of many languages. I doubt if you can get this feeling unless you teach English as a foreign language. In some ways it is just another foreign language. I can't imagine a teacher being any good in teaching English unless he has a knowledge of other languages. Even in an English classroom in the United States, if you approach English as one of many languages it gets the interest of many students. I see it in their faces.

Dr. Berry: Do you want to write?

Teacher: Yes, I would like to, but all of these interests conflict. That is the reason I went to New York; I wanted to try my hand at writing. But when I got there the brave new world was fascinating, and I did so many things I never found time to write anything. I haven't found much time since then either. I have written a few plays and short stories. I have tried a novel, but I am too busy. Teaching, travel, and cultural interest have consumed my time. I can't find the time to really write, or polish up what I have tried to write. When I was in Cambodia, I wrote three articles for a home town newspaper. That was my literary contribution.

Dr. Berry: On the questionnaire, I asked the question, "Do you feel that your undergraduate education with an English major is satisfactory preparation for marriage and family living?" This question was directed to women, but it might apply to men.

Teacher: Well, I think I understand the question, and I would think a housewife would have to answer yes. I can't think what they would need more than a liberal education. Liberal Arts. It may not help to cook an egg, but surely they can learn that in on-the-job training. I think the breadth of interest and the understanding is more important than learning to cook an egg in college. I would assume that this educated housewife will take an interest in her family, in community activities as well, and will have an ability to understand and appreciate them. It would be valuable in the guidance of children.

Dr. Berry: Does it bother you that teachers are limited financially? Did you ever think of this in choosing a career?

Teacher: Well, I didn't until recently. I do now, but I am afraid it didn't enter my head before I got out of college. I chafe at the idea that teachers are penalized for having chosen one field over another. I think it is unfortunate, not just for me, but for the profession.

Dr. Berry: Would you make any changes in career if you were doing it over?

Teacher: No, I think not. I knew all the time that doctors and lawyers made more money. Now how to make it pay professionally is the problem, not the main problem, however. I want to be happy in work I like, and I like teaching. I will do the doctorate though.

I do not know what field I will do it in yet. I like several fields—English, French, and psychology. But regardless of the field I finally pursue in the doctorate, I will not regret the English major. I will not regret my training in liberal arts. Of course I realize that more and more schools are wanting professors or teachers who are highly specialized, so I suppose that that spells the end of my jumping back and forth in subjects. One of these days I will have to stick to one teaching field. In fact next year, I will be teaching French only.

4

English Majors in Journalism and Writing

A creative writing career has no built-in provisions for security. In the United States today, there are only about 15,000 professional writers, people who have sold something they wrote. It might have been only a four line poem, or at the other extreme a novel. It is estimated that not more than twenty-five people in this country make a living as full-time novelists. There are even fewer playwrights than that. And everyone knows that poets don't live; they get by.

There is money to be made in writing, big money; but most successful writers do not emerge unexpectedly from garrets with priceless manuscripts. This timeless portrayal of the writer and his craft is largely nonsense. The world of professional writing is far more complicated than the Hollywood movies would have us believe. In the first place, most famous novelists, playwrights, and poets are not inspired by the lure of big money; there are far easier ways to accumulate wealth. Every successful writer, besides talent, possesses an abundant supply of human energy, drive and an overcharged ego. Why does he write? He writes simply because he must, or perhaps as Hemingway said, "All great writing stems from a sense of injustice." He debunked the idea of the glamorous life of the writer when he said to an aspiring youth, "The artist's life is a lonely one, perhaps the most lonely of all. It is better if you don't get to loving life too much."[1] Like Hemingway, most successful writers do not start at the top but more often come up through the ranks of the vast business of communication—the newspaper, magazine, or publishing field. When Hemingway was asked how he got started writing, he said, "I always wanted to write. I worked on the school newspaper, and my first jobs were in writing. After I finished high school, I went to Kansas City and worked on the *Star*. It was regular newspaper work: Who shot who? Who broke into where? Where? How? When? But never Why. Not really Why."[2]

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[1] Lionel Olay, "Ernest Hemingway's Last Revolution," *Pageant*, June 1959, pp. 88-89.

[2] A. E. Hotchner, "Hemingway Talks to American Youth," *This Week*, October 18, 1959, p. 10.

In this country, writing is often a partial or subsidiary occupation, especially at the start. And the usual advice to the would-be writer is to "attach yourself to some other occupation or trade." Most aspiring writers find full-time authorship financially unrewarding for many years. By way of illustration, one has only to browse through the corner bookstore and read the biographical notes on the splashy book jackets. Many creative writers get their start in related fields such as newspaper reporting and magazine writing, some pursue careers in medicine or the ministry, and others drive taxicabs or teach.

The written word is still the most powerful force on earth; but no one undertakes the lonely, risky business of writing without a special passion for words. Although careers involving writing are often too narrowly conceived, it must be realized that writing embraces hundreds of occupations. The world of professional writing extends beyond contributions of novelists, playwrights, and poets into many other fields of writing and communication. Newspapers employ thousands of reporters, copywriters, and editors. Publishing houses employ traveling agents, editors, and proofreaders. Magazines employ various kinds of writers in a highly competitive but lucrative field. Many beginning journalists find opportunities with trade publications, house organs, and company newsletters. Television and motion pictures are hungry for the written word. Recently, technical writing has come into its own, and there will always be a need for new faces and new ideas in the fields of advertising and public relations.

It is generally thought that all English majors have a deep down desire to write some day, and the ninety-eight men in this bulletin are no exception. Several of the young men in business actually began in the writing field, but most were forced to stop for financial reasons. Several of the young men in teaching have written in their professional field, and one has published a children's novel. The pages of this volume give evidence of their writing aspirations, and fifteen of the ninety-eight young men in this study have actually embarked on a writing career. They have their foot already in the door and are well on their way. Chart 13 is a classification of their jobs.

Vocational Goals of Young Men in Writing

Ten of the fifteen young men in writing said they had already chosen a career in writing when they declared the English major at the beginning of the junior year. More than any other career group in this study, they knew what they wanted. Four of the ten chose an English major in preference to journalism school after having taken courses in both subject fields. This is not strange, because the ability to think and write, important tools in a journalism career, can be nurtured in a liberal arts degree. (In Europe, there are no journalism schools.) On the question-

CHART 13: PRESENT JOBS HELD BY ENGLISH MAJORS IN JOURNALISM AND WRITING

Job Classification	Number Holding Position
EDITING AND WRITING (7)	
Editorial supervision	1
Editor, professional magazine	1
Editor, company publications	1
Newspaper reporter	1
Free lance writer	1
News research writer	1
Technical writer	1
TELEVISION-RADIO-AUDIOVISUAL AIDS (2)	
TV news executive	1
Visual aids specialist	1
ADVERTISING (4)	
Advertising representative	1
Advertising planner	1
Layout artist	1
Owner of advertising firm	1
PUBLIC RELATIONS (2)	
Director of public relations	1
No stated title	1
Total number of English majors in journalism and writing	15

naire, the young men in writing gave these answers for their choice of an English major:

> I liked reading, and writing came easily. All told, I still can't spell and my grammar stems from instinct. I had no inclination toward technicalities, but beautifully prepared language excited me, as did words. Someone, I think it was a maiden aunt, told me she liked my writing style. I was then a teenager writing about love, dove, moon, June. That clinched it. I would become an English major, and become a John Updike (in those days Norman Mailer). Damn those maiden aunts.
>
> I majored in English after I found out that the school of journalism was not what I expected it to be. My personal and vocational goals were basically the same. I wanted to live a full life on principles that were designed to let others go their way, and to let me go mine. To elaborate, I liked writing, and wanted a writing career that would provide a certain amount of creativity and fulfillment, while at the same time not forcing the grubbing, scratching, humiliation that stifles even the most tenuous individuality. My goals have not changed, nor am I sure that I am on the way to fulfilling them. But at the same time, they are, being realistic, vague enough that I can match them to virtually any job I happen to be doing. More to the point, I have resigned jobs with these goals in mind, and will continue to do so in the future.
>
> I have a double major in English and art. I express myself creatively in both painting and writing. And by profession now I am in the field of

> advertising. I have had some poetry published, and my paintings hang on exhibition in various public buildings. I originally majored in English to become a high school teacher of English and art. I gave this up because of the required courses in education.
>
> In fulfilling the basic requirements for journalism school, I had so many hours in English that I felt it was to my advantage to continue on in that field. It was a means of working toward the same end, that of a career in journalism.

Education of the English Majors in Writing

Ten of the fifteen young men earned degrees at the University of Missouri, which is the largest producer of English majors in writing. When asked the reason for their choice of an undergraduate institution, seven of the ten mentioned the reputation of the university's journalism school. During the first two years at Missouri, however, some of them became convinced that the English department was a better choice. In other words, they rejected professional training at the undergraduate level. Thus they took the A.B. in English and rounded it out with journalism electives. Several took both the English and journalism degrees.

Further examination of the total educational records of the English majors in writing shows that thirteen of the fifteen have studied beyond the requirements of a four-year degree. Of these thirteen, three hold both the A.B. and B.J. degrees, two completed a year in law school, two hold master's degrees in journalism and mass communication, one has completed a year of graduate study in journalism, one completed graduate courses in English and one in philosophy, one combined art study and the English degree, one combined music and English, one studied in the field of business administration. Of the two who hold only the A.B. degree, it is interesting to note that they took it in the field of creative writing, a major offered by the University of Missouri's English department.

The educational background of the English majors in writing would not be complete without some analysis of their extra-curricular activities in college. Twelve of the fifteen English majors in writing followed similar paths. Their writing interests began early, in school, and later in college, they edited school newspapers and literary magazines or else served as reporters or creative writers. They entered writing contests for which they often won awards.

Getting Their First Jobs

All of the fifteen young English majors in writing are presently employed, but their entrance into the field of professional writing came about in no special way. Only two of them received help from the college placement service, and the rest offered such statements as these:

> Immediately after graduation I took a bus for San Francisco. I knew no one in the city, I had very little money, so speed in gaining employment was essential. I soon got a job as a trade paper editorial assistant through a placement agency.
>
> I never contacted the placement office. I got my first job by wandering around, making phone calls, and refusing to take anything that would lead nowhere.
>
> Mine was a dual major, English and journalism. I had no school help in getting a job. I was recruited by the news director of a television station in a large city near my home.
>
> The job came looking for me. A greeting card firm had heard of my humor writing in college and contacted me through the liberal arts office. My college extra-curricular activities were a factor.
>
> After two years in the Army, I went to work. The journalism school placement office informed me of my present employer's desire for new workers. After that, I was on my own.
>
> I sent resumés to a number of prospective employers. In this way, I found a job.
>
> I found my first job by reading the want ads in the city newspaper.
>
> I took a trip to the Northwest. I walked into the office of the editor of a city newspaper in Oregon. He hired me.

Present Salaries of English Majors in Writing

Although much depends upon the nature of the job and the advancement opportunities a company offers in the professional writing field, talent and experience are important determinants of salary. In writing, there is no alternative but to produce superior copy if an employee expects to advance himself. There is no substitute for talent. The salaries of the young men in writing compare favorably with those of English majors in business and exceed those of English majors in teaching. Chart 14 summarizes their recent salaries (median salary fell in the $8,000 to $8,999 bracket). The length of service ranged from three to nine years, with a six year average.

CHART 14: SALARIES OF ENGLISH MAJORS IN WRITING
June 1963

Salary Bracket (per annum)	Number Reporting
$14,000 and over	1
10,000–13,999	4
9,000– 9,999	1
8,000– 8,999	3
7,000– 7,999	2
6,000– 6,999	3
5,000– 5,999	0
$ 8,000– 8,999 average salary	14

Career Patterns of Young Men in Writing

Chart 15 lists employment records of the English majors in writing, relating this information to their educational backgrounds. There are several features which distinguish their careers. First, they tended to make a final vocational choice at an earlier age than did the other English majors. By the beginning of their junior year in college, 67 percent of the men in writing had already decided upon their career, which compares to 37.5 percent of the men in the professions, 16 percent of the men in teaching, and 12 percent of those in business.

A second distinguishing characteristic is that they got started at an early age. They actually began their writing careers through their extra-curricular activities in college. Eighty percent of them were on the college newspaper or literary magazine staff, and many entered writing contests. This compares with 36 percent for the young men in teaching, 25 percent for the young men in the professions, and 24 percent for the young men in business.

Third, in spite of the fact that there are only fifteen men in the sample, the careers of the English majors in writing extend over every conceivable communication field. Among the fifteen men, four are in advertising, two are in public relations, and two serve in editorial capacities on magazines. Others are to be found in television production, business publications, free lance writing, news research, technical writing, and audiovisual aids. One English major is now a reporter on a national newspaper.

Finally, the young men in writing seem to possess tremendous inner security, determination, and drive. They believe in themselves and are willing to "take chances." Not waiting for jobs to come to them, they strike out and find a place for themselves in this highly competitive field.

Extent of Satisfaction with Choice of College? English Major? Career?

On the questionnaire, the young men in writing were asked, "If you had it to do over again, what changes would you make in your choice of college? Undergraduate major? Career?" Thirteen of the fifteen English majors in writing expressed satisfaction with the choices they made. Two made these comments:

> If possible, I would go to a harder school. If not, I would at least try to take more difficult courses, avoiding the "snap and "pud" variety. As to career, I would try more things earlier in my career.
>
> If I had it to do over again, I would attend a smaller college. I would major in an unrelated field, probably French or biology. Then I would teach. This would enable me to write without having to do it to earn a living. There is a difference.

Chart 15: Career Patterns of 15 English Majors in Writing
June 1963

	Education	Undergraduate GPA 4 Point Scale	College Financing	Years Employed (non-military)	First Employer	Second Employer	Third Employer
1	A.B. English, MU B.J. TV News Graduate study, Journalism	3.2 Phi Beta Kappa Dean's List	G.I. Bill 75% Work 25%	9	TV station, 1954–56 Reporter, producer Home, $3,600	Network news service, 1956–, East 1956–58 Supervisor, $7,800 1959–60 Asst to producer, $9,000 1960–63 Producer, edit., $12,838 1963– Oper. exec., Over $14,000	
2	A.B. English, MU Private music, Study	2.1	G.I. Bill 60% Parents 30% Summer job 10%	8	College, 1955–56 Stage manager Midwest, $3,300	Insurance company, 1956– Advertising representative South, $7,000 plus bonus	
3	A.B. English, KU 1 year, law	3.4 Dean's List 3 essay awards	Parents 70% Summer job 20% Part-time job 10%	8	Small city newspaper, 1953 Reporter (6 mo) Midwest, $3,200	U.S. Army, 1953–55 Intelligence officer	Major news service, 1955–59 Night edit to bureau mgr Location change, $3,100–7,300
4	A.B. English, MU Creative writing	2.4 Writing award (One-act play)	Part-time job 50% Scholarship 10% Summer job 40%	7	Publishing co. 1956–57 Editorial assistant West, $2,700	Chemical company, 1957– Specialist, visual aids West, $8,400	
5	A.B. English, MU M.S. Journalism	2.3 Editor, college newspaper	Parents 100%	7	City newspaper, 1956–60 Reporter Home, ———	National news publication, 1960– Edit supervision Southeast, Over $10,000	
6	A.B. English, PC A.M. Mass communication	2.5 Editor, college newspaper	Parents 100%	7	Metal manufacturer, 1956–57 Public relations Midwest, $6,000	U.S. Army, 1957–59	Film producer, 1957–60 Film, TV writer East, paid per assignment

CHART 15 (CONTINUED)

	Education	Undergraduate GPA 4 Point Scale	College Financing	Years Employed (non-military)	First Employer	Second Employer	Third Employer
7	A.B. English, KU 1 year, law	3.4 Dean's List Edit. col mag	Parents 75% Summer job 15% Part-time job 10%	6	Greeting card co, 1955 (6 mo) Gag writer Midwest, $4,200	U.S. Army, 1957–58 Officer	Free lance writer 1957–58 Midwest, ———
8	A.B. English, MU Graduate study, Journalism	2.2	G.I. Bill 50% Parents 25% Part-time job 25%	6	Instrument mfg, 1957– Technical writer South, ———		
9	A.B. English, MU B.J. Advertising Graduate study, Journalism	2.6 Published short story	Parents 35% Summer job 35% Part-time job 30%	6	U.S. Air Force 1954–56	Chain store, 1957–59 Publicity writer, adv manager Home, $4,500–5,700	Advertising co, 1959–61 Account exec, creat-dir Home, $6,200–8,700
10	A.B. English, MU Creative writing	2.5 Mahan Poetry Award	Work 70% Parents 30%	5½	U.S. Army, 1957 (6 mo)	Trade publication, 1958 Reporter (6 mo) ———, $5,000	Trade publication, 1958–59 Editorial assistant ———, $6,500
11	Art study, 2 years A.B. English, KCU	2.9 2.4 Poetry award	G.I. Bill 50% Summer job 30% Part-time job 20%	5	Wholesaler, 1958–60 Layout artist Home, $5,500	Hardware chain, 1960– Adv, asst layout chief Home, $6,800	
12	A.B. English, MU Graduate study, Philosophy	2.2	Summer job 50% Part-time job 50%	5	City newspaper, 1958 Feature writer Northwest, $4,800	Advertising firm, 1959–61 Asst creat director Northwest, $6,000	Bank, 1961– Publications editor West, $7,500
13	A.B. English, MU B.J.	3.1 Phi Beta Kappa Dean's List	Parents 50% Scholarship 25% Work 25%	4	U.S. Army, 1957–59	National newspaper, 1959–63 Reporter Midwest, $8,800	
14	A.B. English, KCU Graduate study, English	2.5 Editor, college literary mag	Parents 50% Part-time job 50%	3½	U.S. Army, 1959 (6 mo)	Credit firm, 1960 Investigator South, $4,700	Insurance co, 1960–61 Customer relations Home, $5,100
15	A.B. English, MU Business courses	2.6 Chicago Tribune Award	Scholarship 60% Parents 40%	3	U.S. Marine Corps Officer, 1957–60	Automobile manuf., 1960–61 Foreman Home, $6,000	Public service co, 1961– Director of pub relations Home, $6,700

CHART 15 (CONTINUED)

	Education (Column 1 repeated)	Fourth Employer	Fifth Employer	Sixth Employer	Seventh Employer	Comments
1	A.B. English, MU B.J. TV News Graduate study, Journalism					Age 35, married, 1 child.
2	A.B. English, MU Private music, Study					Age 31, married, 2 children. Paid soloist in church choir.
3	A.B. English, KU 1 year, law	Gov't news service, 1959– News research writer East, $9,300				Age 30, married, 2 children.
4	A.B. English, MU Creative writing					Age 31, married, 2 children. Native of England, immigrant to US via Canada.
5	A.B. English, MU M.S. Journalism					Age 29, married, 1 child. Recently promoted, now political news writer in East.
6	A.B. English, PC A.M. Mass communication	TV-radio magazine, 1960–61 Reporter East, $5,100	National guidance service Public relations, 1961– East, $8,500			Age 31, married, 2 children.
7	A.B. English, KU 1 year, law	Greeting cards, 1958–59 Gag writer Midwest, $6,000	Free lance, 1959–60 Humor writer East, $7,500	Greeting cards, 1960–61 Card editor East, $8,500	Free lance, 1961– Humor writer East, $10,000	Age 30, single. Started out in law but military intervened.
8	A.B. English, MU Graduate study, Journalism					Age 30, married, 3 children.
9	A.B. English, MU B.J. Advertising Graduate study, Journalism	Home manuf, 1961–62 Advertising mgr Home, $10,000	Advertising firm, 1962– Self employed Home, ———			Age 31, married, 2 children.
10	A.B. English, MU Creative writing	Professional magazine, 1960 Staff writer (9 mo) ———, $7,500	U.S. Army, 1961–62	Professional magazine Staff writer, 1962–63 ———, $8,000	Professional magazine Manag. edit., 1963– West, $10,800	Age 26, married, 1 child.
11	Art study, 2 years A.B. English, KCU					Age 37, married, 2 children.
12	A.B. English, MU Graduate study, Philosophy					Age 28, single. Deep interest in creative writing.
13	A.B. English, MU B.J.					Age 30, single.
14	A.B. English, KCU Graduate study, English	Hardware chain, 1961– Advertising Home, $6,400				Age 30, married, no children. Is writing a novel.
15	A.B. English, MU Business courses					Age 29, married, no children.

A second question, "What do you expect to be doing ten years from now?" offers further clarification of the English major's satisfaction with his career. A few of the following projections reflect their creativity.

> I try not to think of it. I suppose that I will be a successful novelist and the toast of three continents. Or dead. In this business, those are the two alternatives. (Young man in free lance writing)
>
> Ten years from now I will be doing what seems important to me at that time. I know this is of no help to you, but I honestly couldn't say anything else. (Editor of a professional magazine)
>
> Clipping coupons between chapters of my third novel. (TV executive)
>
> I hope to be doing one of four things: (1) In business for myself as an industrial motion picture producer, (2) Staff writer for an advertising agency in the television-motion picture industry, (3) Free lance motion picture-television writer, or (4) In charge of a corporation's motion picture program. (Audiovisual specialist)
>
> That is a good question. I hope, if all goes well, to be an employee with this same company. My feet should be good and wet in the field of technical writing, and if I don't drown in boredom I will still be in this kind of writing. My degree was actually in creative writing, so putting together short stories serves as an interesting hobby. (Technical writer)

Since the jobs held by the English majors in writing require direct and practical application of their communication skills, their opinion of the content of the English major merit consideration. Three would make no changes in their undergraduate English courses, but six of the other twelve young men offered strong recommendations for more courses in language. They made these comments:

> Yes, I would make changes. Grammar, grammar, and more grammar. Rules and the proper usage of the English language were always difficult for me, so I bypassed this phase of English more than I should have. Now I must buy books on grammar and make the most of it on my own. I should have been required to take courses in language and grammar in college. (Technical writer)
>
> Yes, I would recommend changes. Require more courses in advanced grammar, usage and semantics. (Free lance writer)
>
> There should be more emphasis on writing and methods of expression. (News research writer)
>
> I would take more courses in writing and communication. I would take public speaking. (Man in advertising)
>
> There should be less emphasis on some literary studies which, although culturally integrating, are of more pertinence to special historians. I would recommend that students delve more into the mechanics of language structure and interrelationships. There should be more stress on com-

> munication as such. Students should be given more critical suggestions regarding style and conversational writing. (Man in advertising)
>
> I would take more course work in semantics and communication, and would recommend requirements in these subjects. (Man in advertising)

The fact that six of the young men in writing recommend more formal study of language is significant when viewed in its proper perspective. Nine of the fifteen English majors in writing have reinforced their English major with studies in journalism, mass communication, creative writing, and graduate courses in English. Yet despite these additional courses even some of them must include work in grammar, semantics, and communication. Four other comments on curriculum change stated the importance of rounding out the English major with related courses in philosophy, music appreciation, art history, history, and other languages.

Advice to Other English Majors

In response to the question, "What advice do you have for other English majors?" most English majors in journalism and writing commented in terms of their own background and present employment. Perhaps the following comments are the most practical advice that they can give:

> If an English major plans to write, he should take at least two semesters of journalism. More if possible. It seems to me that this study forces one to capsulize situations and problems into their most palatable idioms. Some poetry study should be completed with actual creative writing not omitted, with the goal in mind of deepening one's perceptions. (Man in advertising)
>
> Of the writers that I have interviewed for jobs in my department, the greatest lack seems to be in any tangible evidence that they have done any writing while in college. Most of them have virtually nothing to show in the way of newspaper articles, essays, poems, or short stories. In nearly every case, we hire the writer who has samples of his work. Most of the samples that would be of interest are the result of extracurricular activities. (Business publications editor)
>
> Electives should be taken according to the particular field of interest. In public relations, for example, courses in art, psychology, philosophy, advertising, and sociology should be included. Unless the English major is reinforced with proper electives, it is not a very good base for very many diverse positions. (Man in public relations)
>
> I took degrees in both English and journalism. As a reporter, I would like to suggest that it would be better to take the A.B. degree first and then go to journalism school. The A.B. degree should include courses in government, economics, and history. I have nothing else to say beyond what it takes most college graduates four years to learn: look for the professor who can teach you something, and forget about the catalog description of the course. (Reporter)

> I am still somewhat wary of electives. While they often round out a school term, or fill in a difficult hour, they still tend to dilute the mainstream. I am considering electives as I found them, often interesting enough in an unrelated way, but more often a cushion against the harsher stuff of the area of concentration. It is difficult to pinpoint specific electives with an eye to post-A.B. employment. I would say strengthen the English major with a course or two in creative writing or technical writing, extemporaneous speech, debate, and library science. During the interview for my present job, my employer was as interested in knowing how I would go about finding out those things that I did not know as he was the things I knew. (Canadian immigrant, now an audiovisual specialist)
>
> If the English major plans to enter journalism, I would suggest that he get practical experience during the summers or take electives in journalism. (News research writer)
>
> I took degrees in both English and journalism. The last year I held a job as lab assistant in the school of journalism. This was invaluable. This work enabled me to become a part of a team engaged in trying to teach a series of subjects considered unteachable in many parts of the professional world. Through this school job, I gained a better understanding of what mass communication is about. (TV producer)

Writing Interests of English Majors in Writing

The writing interests of the English majors in writing are self-evident. They write for a living. In fact most of them say that they write more than they really care to, for they have discovered that there is all the difference in the world between having to say something and having something to say. Almost all English majors in professional writing indicate a variety of personal writing interests—poems, short stories, novels, or plays. A few of the fifteen men in professional writing expressed these interests:

> I have a morbid interest in writing. That's what keeps me alive. I write humor for a greeting card company, *Mad* magazine, and *Playboy*. I am currently working on 3 nonbooks (humorous). I hope to start a humorous novel next fall.
>
> All newsmen contain one good book and two bad ones. None of us will ever write them. News writings have been spread worldwide for many years.
>
> I have always had an interest in creative writing which was my main area of concentration for the A.B. As an avocation, I attempt fiction, without publication as yet. Lately I have been studying the playwright's craft with an eye to giving it a try.
>
> I have had some poetry published, and I have a number of paintings on exhibition. My hobbies are writing and painting, and I am serious about both.

> I have a collection of poems in the mill. I hope to publish these. I think I have come to realize that fiction is out of the question. I regularly publish news articles.
>
> I have written some poetry. I have a small novel in progress. It is a satire, dedicated to the simple and enduring theme that all men are fools and their worldly hopes and institutions but a quick prey to time.

Summary

Like the English majors in other occupations, the English majors in journalism and writing are a highly verbal group. They make a vocational choice at an early age and actually begin their writing careers in college, where they gain experience on college newspapers and literary publications. Although the journalism and writing field is considered to be a difficult one in which to get established, the young men in this study have succeeded where many others have failed. Their salaries compare favorably with those of young English majors in business and exceed those of English majors in teaching.

Excerpts—Interview of an Advertising Specialist

DR. BERRY: When did you first start thinking about a career? What kind of career did you anticipate?

LAYOUT EDITOR: When I was in junior high school, I got interested in science, electronics, radio. I read a book called *Microbe Hunters* which impressed me, so I assumed that I might have a career in engineering or science. In high school I took all of the mathematics courses that I could, and I took chemistry, physics, and science. At MU, I enrolled in the engineering program, but I changed my mind after I was there a while.

DR. BERRY: Why?

LAYOUT EDITOR: Well, the first two years you do not get into engineering. It is a general background. You have chemistry, math, drawing, physics, English, and a few general courses. The reason I changed my major was primarily because of difficulty with mechanical drawing. Really, after I got to school, I kind of lost interest in what I was going to do for a career. I hated mechanical drawing. It was absolutely gruesome, so I just switched over. I got along all right in the other courses in the engineering program—chemistry, algebra, trig, analytic geometry.

DR. BERRY: Since you got along all right in chemistry, science, and math, why didn't you switch to one of those fields? Many students do switch from engineering into those related fields.

LAYOUT EDITOR: Oh, I guess I had fallen under the spell of the Romanticists, being a journalist or foreign correspondent. I first thought I would transfer to journalism. I made this transfer the last semester of my sophomore year.

Dr. Berry: What happened then?

Layout Editor: Well, I flunked the second semester of freshman English and had to take that over along with Spanish. Foreign language requires a good deal of day to day memory work. I didn't put in enough time, so I failed that and got a *D* the second time around in English composition. I came home during the summer and decided to enroll at the University of Kansas City. I took eight hours of French. I did well in that, along with two literature courses I took at Junior College. When I went back to MU, they would not accept the work from KCU or Junior College because I was on probation. Well I didn't want to lose the fourteen hours of credit, so I decided to finish up at KCU.

Dr. Berry: Did you always read a great deal, or not?

Layout Editor: No, not really. The only reading I did in high school of novels or that sort of thing was books I was required to read. I think I read some of Shakespeare's plays, *Silas Marner, The Last of the Mohicans, Lorna Doone,* and that sort of thing.

Dr. Berry: When did you finally decide to finish up in English, and why?

Layout Editor: Well, at this time I developed an interest in literature and English. The two English literature courses I took at Junior College I made superior grades in. I took some courses at KCU and did well. I think I thought that would be the easiest major. In fact, I think I began to develop an interest in English at MU. A lot of the boys in my fraternity were majoring in English, and they would talk about Faulkner, Hemingway, and others. I began to develop an interest. I didn't read the books, however; I just listened to them, and sometimes I saw the movie. During one summer I read *Knock on Any Door* and that developed my interest more. From then on I began to read.

Dr. Berry: Did you have any work in linguistics, or semantics, or anything like that?

Layout Editor: No, I shied away from that sort of thing, really. I didn't want anything like that at that time. If you could apply science to English, it would undoubtedly be in these areas, and this requires a great deal of work of a different nature.

Dr. Berry: What were your career goals at this time?

Layout Editor: Well, they were nebulous; I thought I was going to write novels, or a novel. Aside from that, as to a definite career, I didn't have any aims.

Dr. Berry: Did you talk with anyone at the school about the career possibilities?

Layout Editor: Well, several of the professors tried to sell me on the idea of teaching. I thought of this as a possibility. I didn't want to teach high school. If I taught at all, I wanted college. But I did take some education courses one summer just to prepare for the eventuality that I might wind up teaching high school. I took about every course but practice teaching. Later I found out that was the one you needed most.

Dr. Berry: What changed your mind about teaching? Did you ever apply for a teaching job?

Layout Editor: No. I didn't like the education courses even though I took about eighteen hours of it. I thought that for the most part they were taught by mediocre people. There were a few good teachers, but not many. The courses were toward a level of dismal shallowness. They didn't think beyond platitudes. Cheerful optimistic platitudes. I don't think the professors in education ever came face to face with the problems in the schools or of the children.

Dr. Berry: So you never applied for a teaching job?

Layout Editor: No, after I graduated from the University of Kansas City, I was about to be drafted and I didn't know what to do. I took my physical but didn't pass. The chairman of the English department at KCU called me and offered me a fellowship for graduate study, so I took it and studied for two more years. About the time I was to complete my master's degree, the Army gave me another physical. This time I passed. I had applied for a teaching assistantship at St. Louis University on a doctoral program, and I received word from them that I was accepted. But the draft board wouldn't defer me.

Dr. Berry: Did you ever complete the master's?

Layout Editor: No, I owe them a couple of papers, and I have to take the verbal examination. My fellowship involved my doing various menial tasks around the college, and this took time.

Dr. Berry: What happened after the service?

Layout Editor: I got a job working for a nationally known credit organization, in San Antonio, Texas, for six months.

Dr. Berry: How did you happen to get on to this job?

Layout Editor: Well, I had been stationed there in the Army, and I saw their ad in the paper. They wanted a college graduate, but they didn't mention any specific field. It was interesting work. I was amazed at the fact that they are such a reputable firm. People swear by them. I thought this kind of thing would require a background in economics, but here I was an English major writing these financial reports and no problem at all. So you really don't have to have economics training to do it. They had a system everyone followed in gathering information and writing reports.

Dr. Berry: Why did you leave the credit organization after six months?

Layout Editor: Oh, I wanted to come back to Kansas City, and my wife did too, to continue with her career in music. I was not particularly interested in a career with the credit organization.

Dr. Berry: What did you do then?

Layout Editor: Well, back in Kansas City I got a job with an insurance company writing letters to their customers explaining why we cancelled their policies and things like that.

Dr. Berry: Did you ever go to the university placement office for help in securing a job?

Layout Editor: Yes, I went there once when I graduated, before I decided to go on to graduate school. They sent me out to a religious organization that needed some type of a writer for a publication it put out. That was my only experience with the placement office. When I came back to Kansas City, I tried to get a job on my own but I found that I couldn't do it. It was because of my references from the credit company. When an employer would contact them about me they would tell him, I think, that my work was good, but the reasons for leaving suggested to the employers that I was asking for jobs but was not interested in a career position. They were afraid I wouldn't stick with the job. Consequently I quit giving the credit company as a reference and went to an employment agency. They got me a job in about two days. They got me the job at the insurance company. I didn't particularly like the job; then a friend of mine was working for an appliance distributor and told me about a job as a copywriter. I applied there and got it.

Dr. Berry: How do you feel about your job as a copywriter?

Layout Editor: Well, I am really a planner now. I plan this sales bulletin they send out every month. I find that like everything else in business it is pretty routine. Once you get used to the details, that is about it. I don't know if I like it or not. The routine makes it easy. It makes it possible to do the work you have to do at the office in about an hour and a half. The rest of the day you circulate around and talk to people and take long lunch hours and coffee breaks.

Dr. Berry: Advertising never struck me as being like that. I thought it would be more creative.

Layout Editor: Well, it could be stimulating if not interesting. At least challenging. If you had to come up with creative ideas, it would be more interesting. The company I work for tries to advertise a large number of items of merchandise in the least amount of space.

Consequently, the catalog that we put out from month to month doesn't vary much. You can't devote much space to any one item, so the copy becomes rather standardized. So essentially, there, the copywriter is a copier. You just pick up what they said last month about an item and fit it to the new areas, and that is that.

Dr. Berry: Do you think that you will continue on with the advertising field?

Layout Editor: I really don't know. For the time being I will since it is the easiest thing to do. I don't worry about the future. Currently I am perfectly willing to go along with this.

Dr. Berry: You mentioned in the questionnaire that you had done a little work on a novel. You have also mentioned several times in this interview aspirations in the area of writing. Tell me about this interest.

Layout Editor: The novel I have been writing is a satirical one about a local situation. It could be quite interesting if it were written well. I have about seven chapters done—about one hundred fifty typewritten pages.

Dr. Berry: Would you like to be a writer?

Layout Editor: Oh yes, it is a glamorous profession. It would be nice to have your picture on *Time* or *Newsweek*.

Dr. Berry: What makes people want to write?

Layout Editor: That is an interesting question. When you say *writer,* what do you mean by writer? That is what interests me, what people mean by writer.

Dr. Berry: I am interested in the motivation.

Layout Editor: The motivation stems from the fact that you develop as you grow up a particular outlook toward things—a philosophic position, I guess. And I think the motivating factor for any writer is that he wants to express his particular philosophic position. This is more important than the consideration of the craft involved. It seems that critics recently have gotten to the point where they are concerned more with the craft, than the content. And perhaps this is all criticism can hope to do. Certainly it would be limiting in the extreme to say the writer is bad because you do not agree with what he said, philosophically. He should have the right to say what he wants to. On the other hand, from the writer's point of view he is mainly interested in what he has to say rather than how he says it. This might vary. There could be writers who are more interested in how they say something. I don't know.

Dr. Berry: Do you find it easy to write?

Layout Editor: Yes, once I get started. Getting started is the hard part.

Dr. Berry: If you were doing your education over, would you make any changes? What about schools? Would you go back to MU?

Layout Editor: Yes, I think so. It was fun. It gave me an opportunity to get away from home. I needed that. I really believe, and this may be a catastrophic error, that one university is as good as another. They all have people who have devoted their lives to teaching; however you are lucky if you can find just one who is dynamic and interesting, or who can help you. Otherwise the impetus to do something has to come from yourself. I think I would have followed about the same route.

Dr. Berry: You are still in the exploratory stage, careerwise?

Layout Editor: No, if I were in the exploratory stage, I would still be hoping that some great thing would come along that I could devote myself to. I don't have an illusion that anything of that nature will come up. But I am not personally interested now, and so if I had it to do over again I wouldn't take a concentrated area in some different field. Oh, if I could do what I wanted to, I guess I would like to be able to sit around and drink, play golf, read what I wanted to, and just have no obligations. You can do that if you have money. If you don't, you have to pay rent and buy food and this type of thing, so you find a job and work.

Dr. Berry: Do you mean that if you had money you would write?

Layout Editor: Well, yes, you can always say that, but not really. I think if you want to write, you will write no matter what the circumstances are. I think it would be very unfair to myself if I palmed my lack of writing off on not having a fortune so that I could pursue it. That would be lying to myself. But in any event, with regard to career, I would like to stick to something having to do with writing.

5

English Majors in the Professions

This is an age of specialization. Every person whose work is more than simple manual labor must become a specialist to some degree. Although specialization has made possible the industrial age, the air age, and the space age, a higher standard of living, and an increased life span, it can also be dangerous, lead to narrow mindedness, and even destruction. It is not enough that a man possesses technical knowledge of medicine, law, the ministry, or physics, but he should simultaneously understand the social needs and values of society if he is to put his tools to proper use.

In earlier times, men went directly from grammar school into the study of such professions as medicine, law, or the ministry. Or for example, physicians often maintained a private practice while engaged in part-time studies. But scientific and technological progress have led to profound changes.

Education for the professions, today, is a long process, most often undergirded by the bachelor's degree. The purpose of the liberal arts background is not to teach physicians medicine, teachers pedagogy, or lawyers law; but to develop the intellectual and spiritual powers in man so that he can bring to his profession the greatest possible assets of intelligence, judgment, resourcefulness, flexibility, and character. John Stuart Mill said that "Men are men before they are lawyers or physicians or manufacturers, and if you make them capable and sensible men they will make themselves capable and sensible lawyers or physicians."

Of the twenty-four young men in this survey who entered professions other than teaching or journalism, ten chose law, five medicine, five the ministry, two library science, one pharmacy, and one clinical psychology. Questions like, "Was the English major a wise choice in their preprofessional training?" or "How do they evaluate their undergraduate major as they view it in perspective?" may furnish helpful answers to those interested in a professional career.

Vocational Goals of English Majors in Other Professions

Of the twenty-four young men in the professions of law, medicine, the ministry, clinical psychology, library science, and pharmacy, eleven had specific professional aspirations upon declaring the English major at the beginning of the junior year; thirteen had not the vaguest notion of what they might eventually do. In other words, 45.8 percent had reached a final career choice; 54.2 percent had not.

In summarizing reasons for the choice of an English major by those who definitely knew the profession they expected to enter, the young men in medicine said, first, that they had a personal interest in the subject English, and second, that the medical school they wanted to enter, the University of Kansas School of Medicine, had prerequisites in biological sciences, chemistry, and physics, but discouraged the science major at the preprofessional level. Lawyers and ministers most often chose an English major because they felt that training in communication skills would be an excellent background for their professions and also felt that literature offered a broad liberal arts experience. Only in these three career fields—medicine, law, ministry—did the eleven men deliberately choose the English major as preprofessional preparation. They made comments like these:

> My primary goal was to practice law. I thought that a thorough command of English would be advantageous both in trial and brief work.
>
> English was my most interesting subject, had the most stimulating professors, offered the most personal contact with professors, and provided the widest intellectual freedom. It was considered an excellent academic and premedical background, and offered the opportunity for the development of broad cultural interests as well as diversional interests in a scientific career.
>
> I chose English because of an interest in a pretheological course of study; both *communication* and *literature* seemed to offer the best background for a preaching ministry.

For thirteen of the twenty-four young men with no vocational goals, their choice of the English major was a matter of personal interest. They gave reasons like these:

> I started in pharmacy, but decided I was interested in knowing more about writing; therefore I transferred to the liberal arts college. Also I needed some courses in the liberal arts college to permit me to accept my ROTC commission within the four years requirement at that time. (Later went back to pharmacy school after completing the A.B. degree)
>
> I majored in English primarily because English required few courses beyond those I took out of personal interest in the course topics. For example, I planned to take Shakespeare no matter what I majored in. Thus I am afraid my choice of English as a major was largely dictated by the fact that English provided me with the greatest opportunity to select whatever courses I wished. I had no vocational goals in mind. My personal goal was to study whatever interested me. (Clinical psychologist)

> My college record was divided into two parts—as you can see from the chronological record, post-World War II and pre-World War II. In the "pre" period, my father insisted that I take something useful so I entered the school of journalism *faute de mieux*. After the war, when I could choose as I pleased, I reentered school as an English major. English has always been one of my great interests, a position it shares with art. I had no real goals although I think I vaguely hoped to create in one or teach in the other. (Librarian)

The Education of English Majors in Other Professions

All of the young men in the other professions took the A.B. degree in English and followed it up with another degree by attendance at and graduation from professional school. Although many professional schools designate certain undergraduate prerequisites, most of them do not generally limit the choice of an undergraduate major. Curriculum policies, however, differ from school to school. For example, the University of Missouri school of medicine requires an undergraduate major in either chemistry or the biological sciences; on the other hand the University of Kansas school of medicine encourages a nonscientific undergraduate major. Some universities recommend a political science major as a prerequisite to law; others leave the choice to the student and feel that any number of liberal arts majors would be suitable. Furthermore, it must be remembered that thirteen of the twenty-four young men majored in English as a matter of personal choice.

Career Patterns of Young Men in Other Professions

Once the English major makes a vocational choice in the fields of medicine, law, the ministry, library science, or clinical psychology, his work is cut out for him. He knows what he must do if he is to forge ahead in his chosen profession. Numerous career pamphlets are published to acquaint students with the needs and opportunities in each profession; and college catalogs carefully define undergraduate course requirements. Undergraduate study is followed by professional school with additional time allowed for any program internships. Once he completes his training, his professional school will help him secure a salaried position or find a location for private practice. If he has chosen a career in library science or the ministry, he will expect to work at a salaried job for the rest of his life, and his ultimate salary potential will be limited. On the other hand, if he goes into law, medicine, or clinical psychology, he can expect to spend several years establishing a reputation in his field. Earnings for these professions are normally high, with medicine and law on top of the list; but even then ability and location can make a difference. Charts 16 and 17 give information on the careers of the young men in the professions.

Chart 16: Career Patterns of 10 English Majors in Law
June 1963

	Education	Undergraduate GPA 4 Point Scale Honors	Undergraduate Financing	Professional School Financing	Years Employed (Nonmilitary)	Job Progression
1	A.B. English, KCU, 1953 LL.B., KCU, 1953	2.3	G.I. Bill 50% Part-time job 50%	G.I. Bill 50% Part-time job 50%	10	Private practice of law 1953– Home, $20,000 at present
2	B.S. English, RC, 1956 LL.B., KCU, 1960	2.8	Parents 75% Part-time job 25%	Scholarship Full-time job	10	Retail department store Sales, Floor mgr, Home 1953–55, $2,500–3,600
3	A.A. Junior College A.B. English, KU, 1953 LL.B., KU, 1955	2.3	Parents 70% Summer job 20% Part-time job 10%	Parents 70% Summer job 20% Part-time job 10%	8	Law firm, 1955–56 Associate Home, ———
4	A.B. English, MU, 1953 LL.B., MU, 1955	2.5	Parents 100%	Parents 100%	6	U.S. Air Force, 1956–58
5	A.B. English, KCU, 1956 LL.B., KCU, 1957	2.7	Loan Part-time job Summer job	Part-time job Summer job	6	Insurance co, 1957–58 Claims adjustor Home, $4,500
6	A.B. English, KU, 1956 LL.B., KU, 1959	2.5	Parents 100%	Parents 100%	4	Law firm, 1959– Partner, $10,000, Home
7	A.B. English, KU, 1956 LL.B., KU, 1960	2.2	Parents 100%	Parents 100%	3	Law firm, 1960–61 Associate Home, $4,500
8	A.B. English, MU, 1956 LL.B., 1960	2.3	Parents 20% Scholarship 80%	Parents 20% Relative 70% Part-time job 10%	3	Department store, 1960– Associate counsel Home, $8,700
9	A.B. English, KU, 1956 LL.B., 1959	3.0 Dean's List	Parents Scholarship, NROTC	Parents	3	U.S. Army, 1960–62 Intelligence Service
10	A.B. English, RC, 1957 LL.B., KCU, 1960	2.7	Part-time job Summer work	Part-time job Summer work	2	U.S. Court, 1961–62 Legal Research Home, $6,435

CHART 16 (CONTINUED)

	Education (Column 1 repeated)	Job Progression (Continued)				Comments
1	A.B. English, KCU, 1953 LL.B., KCU, 1953					Age 35, married, no children. Spent one year in college, joined service, later returned to college.
2	B.S. English, RC, 1956 LL.B., KCU, 1960	Bank, 1955–56 Assistant cashier Home, $4,000	Greeting card mfr, 1957–58 Card editor Home, $4,800	Insurance co, 1958–60 Claims adjustor Home, $4,800	Law firm, 1960– Partner Home, Over $10,000	Age 31, married, 4 children. Parents, brothers, sisters are all college graduates.
3	A.A. Junior College A.B. English, KU, 1953 LL.B., KU, 1955	Insurance adj co, 1956–60 Claims adjustor Midwest, $6,600	Insurance company, 1960– Supervisor, claims Midwest, $7,500 plus			Age 31, married, one child expected. Father is a lawyer.
4	A.B. English, MU, 1953 LL.B., MU, 1955	Law firm, 1958– General practice, Home, $4,000				Age 31, single. Started in engineering, career uncertain.
5	A.B. English, KCU, 1956 LL.B., KCU, 1957	Implement co, 1958 Credit dept Home, $4,200	U.S. Court, 1958–60 Law clerk Home, $5,200	Law firm, 1960– Attorney at law Home, $6,100		Age 29, married, 3 children. Originally attended seminary before changing goal.
6	A.B. English, KU, 1956 LL.B., KU, 1959					Age 29, married, 3 children. Parents attended KU also.
7	A.B. English, KU, 1956 LL.B., KU, 1960	Law firm, 1961– Partner Home, $7,000				Age 29, married, 1 child. Both parents attended KU.
8	A.B. English, MU, 1956 LL.B., 1960					Age 29, married, 3 children. Millitary service between A.B. and LL.B.
9	A.B. English, KU, 1956 LL.B., 1959	Insurance company, 1962– Claims adjustor Home, $6,500				Age 28, single. Father was M.D., wanted him to follow in footsteps, rebelled, recent promotion and transfer, recent marriage.
10	A.B. English, RC, 1957 LL.B., KCU, 1960	Law firm, 1962– Law practice Home, ———				Age 27, married, 1 child.

CHART 17: CAREER PATTERNS OF 14 ENGLISH MAJORS IN THE PROFESSIONS
June 1963

	Education	Undergraduate GPA 4 Point Scale Honors	Undergraduate Financing	Professional School Financing	Professional Status and Job Progression
1	A.B. English, KU, 1954 M.D., KU, 1958	2.6	Parents 100%	Parents 100%	Intern, 1958–59 Home, $1,800
2	A.B. English, KU, 1956 M.D., KU, 1959	3.0 Dean's List	G.I. Bill 80% Parents 10% Part-time job 10%	Wife 80% Parents 10% Part-time job 10%	Intern, 1959–60 West, $2,000
3	A.B. English, KU, 1957 M.D., KU, 1961	3.5 Dean's List	Summer job 75% Part-time job 25%	Summer job 50% Part-time job 25% NDEA Loan 25%	Intern, 1961–63 West, $2,700
4	A.B. English, KU, 1956 M.D., KU, 1962	2.7	Parents 100%	Parents Wife Part-time job	Intern, 1962–63 Midwest, $1,800
5	A.B. English, KCU, 1957 M.D. in progress	2.5	Parents 65% Part-time job 25% Summer job 10%	Relative 75% Summer job 25%	Post A.B.-pre M.D. studies Finance company, 1956–59 Asst. mgr, Home, 03,600
6	Teacher Education A.B. English, KCU, 1954 Special study, music	3.4 Dean's List	Parents, 2 years Full-time work	Full-time work	Protestant church, 1935–42 Director of music
7	Penmanship study A.B. English, MU, 1955 M.T., 1958, D.D. in prog	2.6	G.I. Bill 30% Student asst 30% Part-time job 40%	Part-time job 80% Student asst 20%	U.S. Navy, Pre A.B., and after 2 years of college. No other full time work.
8	A.B. English, KCU, 1954 B.D., 1957	2.2	Part-time job 50% Parents 25% Summer job 25%	Summer job 50% Part-time job 25% Parents 25%	Protestant church, 1957–59 Curate and youth work Midwest, $3,500+ housing
9	A.B. English, PC, 1955 A.M. Religion, 1957 Ministerial study, 1959–61	2.3	Parents Summer job	Scholarship Savings	Private college, 1957–58 English instructor Midwest, $4,000
10	Art study A.B. English, PC, 1956 B.D., 1960	3.7 Dean's List	Part-time job	Part-time job	Pre A.B., Arts studio, 5 year Operator, Midwest
11	A.B. English, KU, 1953 A.M. English, KU, 1953 A.M. Lib science, 1961	2.0	Parents 75% Part-time job 25%	G.I. Bill 50% Stud asst 50%	U.S. Marine Corps, 1951–53
12	A.B. English, KU, 1953 A.M. Clin Psych, 1956 Ph.D., Clin Psych, 1960	3.4 Dean's List	Scholarship 75% Parents 13% Summer job 12%	G.I. Bill 50% Part-time job 50%	U.S. Army, 1953–55
13	A.B. English, KU, 1953 B.S. Pharmacy, KU, 1958	2.0	Parents 40% Savings Part-time job	Savings Parents	U.S. Air Force, 1954–56
14	A.B. English, MU, 1958 A.M. English, MU, 1958 M.S. Lib science, 1960 Comp trainee, 1945–56	1.1 (2 yrs) 3.5 (9 yrs later)	Parents 100%	Savings	Oil Company, 1946–55 Sales executive Far East, $8,000

CHART 17 (CONTINUED)

	Education (Column 1 repeated)	Professional Status and Job Progression (Continued)			Comments
1	A.B. English, KU, 1954 M.D., KU, 1958	U.S. Air Force 1959–61	Resident in Pathology, 1961–65 Midwest, $5,000		Age 31, married, 1 child.
2	A.B. English, KU, 1956 M.D., KU, 1959	U.S. Navy, 1960, (6 mo) Civilian duty West, $8,500	Medical group, 1961– General practioner, 6 men West, $13,000, 18,000, 23,000		Age 30, married, 1 child. Expects salary to stabilize at $25,000–$35,000.
3	A.B. English, KU, 1957 M.D., KU, 1961	Residency in neurology, 1963–67 West, $3,600			Age 27, married, 3 children. Honors in medical school, now at prestige university.
4	A.B. English, KU, 1956 M.D., KU, 1962	Resident in surgery, 1964–68 Midwest, ————			Age 29, married, 2 children. Spent 2 years in Army before beginning M.D. studies.
5	A.B. English, KCU, 1957 M.D. in progress	Hospital Ins Group, 1959 Claims work (6 mo) Home, $4,200	College attendance, 1959–60 Premedicine courses	Flour mill company, 1960–61 Laboratory assistant Mountain states, $5,000	Age 28, married, no children. Began medical studies 2 years ago, 1961 to present.
6	Teacher Education A.B. English, KCU, 1954 Special study, music	Protestant church, 1942–44 Church music Midwest, ————	Protestant church, 1944–45 Music, youth work Midwest, ————	Protestant church, 1955– Director of education and Music, Midwest. ————	Age 50, married, 2 children. Began church work before completion of A.B.
7	Penmanship study A.B. English, MU, 1955 M.T., 1958, D.D. in prog				Age 39, married, no children. Has engaged in part-time religious work while attending seminary.
8	A.B. English, KCU, 1954 B.D., 1957	Protestant church, 1959– Rector, Midwest $5,200 + housing			Age 33, married, 2 children. Originally started in Bible college before transferring to A.B. program.
9	A.B. English, PC, 1955 A.M. Religion, 1957 Ministerial study, 1959–61	Government library, 1958–59 Reference lib, correspondent Home, $800	Seminary study, 1959–61	Foreign college, 1961–63 Europe, Discussion leader for student groups, $750 + R and B	Age 29, getting married soon. Returning to seminary studies, active in World Peace Movement.
10	Art study A.B. English, PC, 1956 B.D., 1960	Protestant church, 1956–62 Student pastor, pastor Midwest ———— to $5,200	Protestant church, 1962– Pastor, college town church Midwest, $7,000		Age 34, married, 4 children. Pursued art career before deciding to change to religion.
11	A.B. English, KU, 1953 A.M. English, KU, 1953 A.M. Lib science, 1961	State university, 1953–55 English instructor, student Midwest, $3,000	State college, 1956–60 English instructor, student Mountain states, $4,500	State university, 1960– Librarian Midwest, $5,900 at present	Age 34, married, 2 children. Parents attended KU.
12	A.B. English, KU, 1953 A.M. Clin Psych, 1956 Ph.D., Clin Psych, 1960	Highway commission, 1955–56 Office work, part time Midwest	State university, 1956–59 Research asst, student Midwest, $2,400	Private college, 1960– Dir of Psychology Center Southeast, $7,000	Age 31, married, 1 child. Internship in V.A. hospital at almost full pay 1959–60.
13	A.B. English, KU, 1953 B.S. Pharmacy, KU, 1958	Drug store, 1958–59 Pharmacist Midwest, $8,000	Drug store, 1959–60 Pharmacist Mountain states, $7,280	Owner, Drug store, 1960– Pharmacist, etc. Midwest, $10,000	Age 32, married, 3 children. Started in pharmacy school, gave it up for liberal arts degree, later went back to it.
14	A.B. English, MU, 1958 A.M. English, MU, 1958 M.S. Lib science, 1960 Comp trainee, 1945–56	Public library, 1959– Librarian Eastern city, $7,000			Age 40, single. Spent 3 years in college then took job abroad, later returned to college and took up a new vocation. Hobby is painting, likes creative arts.

Extent of Satisfaction with Choice of College? English Major? Career?

Nineteen of the twenty-four English majors in the professions are satisfied with their choice of an undergraduate institution. Two of the remaining five offered qualified approval:

> Given my immaturity and lack of discipline, I think it is best that I went to Park College, as I can't imagine a school's having more patience and faith in me than some of the profs there. Given a better high school background, I would have picked Oberlin, Antioch, or Brandeis, but I am still partial to small colleges. Given more development, I would have tried for a double major in English and philosophy as I needed most to learn to think and English let me memorize and merely comment too much.
>
> I attended the University of Kansas City because financial circumstances dictated it. I had family obligations and had to work full time. Naturally there were better job opportunities in the city than in a smaller college town.

When the young men in the professions were asked to comment on the extent of satisfaction with their choice of an English major, all of them expressed satisfaction. However, two lawyers felt it would be helpful to reinforce the English major with history and political science courses, and one man in the ministry favored a combination of philosophy and English.

Finally, when the young men in the professions commented on their career satisfaction, twenty-two of the twenty-four young men were pleased with their choice. A young man in pharmacy and one of two librarians expressed desires for careers in the creative arts.

Extent of Satisfaction with Undergraduate Education as a Background for Professional School

When the English majors in the professions were asked to comment on the adequacy of their undergraduate education as preparation for professional school, eighteen of the twenty-four young men (or 75 percent) agreed that it was adequate as against four who did not. Two failed to answer. Here are some of their favorable comments:

> Yes, I feel that a solid grounding in the English language has helped me as a communicator and that my exposure to literature has been of great benefit in my preaching task. My college preparation made my subsequent work at seminary far easier, especially in terms of being able to write well the required essays and term papers, and effective ministry certainly requires rare skill in several types of communication.
>
> Yes, being able to write well was a considerable asset in law school. The English curriculum and the study of law both involve a lot of reading and writing and a simple analytic approach.
>
> I would say that my undergraduate preparation was eminently satisfactory for entrance into law school. The relationship between law and English

> is a very intimate one. In fact, many cases in law arise either because of a breakdown in communication or because of differing interpretations of documents or laws. A lawyer's basic tools are his ability to read, interpret, and communicate. I also feel that an understanding of literature furnishes some insight into people's needs, motives, and aspirations. This is helpful in law.
>
> Absolutely. I am engaged in the practice of medicine which is both an art and a science. The former requires a personality and form of thinking which is foreign to the physics laboratory. I always advise youngsters with professional goals in medicine to stress and preferably major in liberal arts as undergraduates. There is plenty of time for science in medical school.
>
> Quite adequate. My only regret is that I did not make the additional effort to become more proficient in creative writing, foreign languages, and in the histories of basic civilizations. I would gladly trade a year of my rigid medical education for another year in the arts.
>
> Even for a pharmacist, I think fluency in language is helpful, even if it is not required.
>
> Yes, English has provided a good cultural background, and the ability to write grammatically correct English has been of some help in writing essays and medical papers. In days when medical men are complaining about their lack of writing skills necessary to set forth their ideas and research findings, the medical man with training in English has an added advantage. The premedical science requirements can easily be met prior to graduation and also take the English major.

The young men who felt that their undergraduate preparation was inadequate indicate that the English major was not so much a factor as certain weaknesses in the English departments. Four men made these comments:

> No, there were too few assignments requiring personal ingenuity, research, and writing. (Lawyer)
>
> I entered graduate school first in social work, then religion, taking the A.M. in the humanities department. My breadth and depth in reading and subject correlations were sufficient, but my ability to write competent papers was below standard for graduate school. I needed continuous writing experiences as an undergraduate, which I did not get from the English department. (Minister)
>
> I still find that a lack of knowledge of grammar and syntax is a hindrance in the preparation of papers which my profession often requires. Although my English training was a great benefit, it was deficient on the language side. (Librarian)

Advice to Other English Majors

Several others comments are included for any value they may be to English majors who are planning undergraduate programs.

> I took education and English along with private music studies in preparation

> for church work in music and youth education. I think if I were doing it over, I would take as few education courses as possible.
>
> I do not think enough emphasis is placed on the areas of grammar, semantics, and communication. Generally speaking, I felt that literature was well-handled in my undergraduate major. (Physician)
>
> I feel that the grammatical, syntactical side of English is carefully avoided and that more basic training in these areas would be of help. I feel extensive ground work in the practical aspects of language would be of help. Courses in semantics were not offered when I was in college. They are greatly needed in view of the present day emphasis on mass communication. (Librarian)
>
> I would add electives in technical writing, journalism, correspondence, and specifications. Communication is important these days. I would deemphasize Chaucer and medieval poetry in favor of modern prose. (Lawyer)
>
> The English major should stress more interrelationship of the fine arts. (Pharmacist)

The Writing Interests of English Majors in the Professions

Of the twenty-four young men in the professions, eighteen indicated definite interests in writing and five no interests. Six of the twenty-four expressed an interest in creative writing, described their interests in the following ways:

> I lived and worked in China for a number of years. I have completed a manuscript of my experiences there but have not had time to revise it. I have done no other writing, but I am interested in it as a creative art. (Librarian)
>
> Someday I may take a crack at science fiction short stories if I ever have any protracted leisure time. (Psychologist)
>
> I am working on a play for my own pleasure. It has a contemporary theme. I have done no other writing, but I am interested in the field. (Minister)
>
> I envy the life of a writer for he has found what he wants and I am not sure. I published my first short story in the fall of 1961. (Ministerial student who has spent the last two years abroad)
>
> I have some ambitions in the field of creative writing, but am now fairly well limited to professional topics and social sciences. I have at present nothing in process other than the nucleus of several ideas for the bar journals or the like.
>
> I am ambitious to publish a book on corporation law, but I must wait until I establish a reputation in that field.

A number of young men in the professions are eager to write, not creatively, but for their professional journals, and several have already done so. They made comments like these:

> I am writing a doctoral dissertation now. Later on I hope to write profes-

sionally on the Old Testament, the times and history. I would like to prepare a Hebrew language guide.

Medicine provides ample opportunity for publications of a professional nature, and I have two articles ready to send to a journal. They have already been accepted for publication. They are write-ups of some research findings, in which I have had a part.

I am interested in writing professional articles. I am presently tumor conference editor for a state medical journal. I have three articles planned for the next twelve months in addition to my job as tumor editor.

I have written several articles for bar journals, and I intend to write more.

I published a history of medicine in my home state with another man as coauthor.

My present position requires that I do extensive legal writing. I have published two articles in a law school quarterly. I enjoy writing and I hope to continue to do a great deal.

I published an article in a religious journal two years ago. I am definitely interested in more writing of this type.

Excerpts—Interview of a Lawyer

DR. BERRY: What were your earliest career goals? In grade school or college?

LAWYER: Well, I think the earliest of any lasting magnitude was that of being a petroleum chemist. Around that time I went through a few pages of geology and archeology, and I got interested. That gradually gave way to medicine. That lasted until I was in college. I entered college as a premed student. I got drawn back into the English field which is one of my principal loves anyway.

DR. BERRY: How did this happen that you got drawn back into this field?

LAWYER: Well, I don't know. I finally decided that a scientific career was not my cup of tea. While I have a modest interest in it, I don't think I am of a scientific nature. I simply began to feel that my forte was in the social sciences and languages, which I came by very easily. Another thing was that I especially did not care for mathematics courses. Math almost put me to sleep. When I got interested in English, I began to think of the teaching possibilities. I decided that I wanted to concentrate on the Middle English area. I wanted to teach preferably in college or at the graduate school level.

DR. BERRY: Well, you never did actually teach; what happened to that goal?

LAWYER: I had good intentions of working a while, gathering a little money together, and going back to graduate school. Perhaps the mistake I made was that I didn't proceed directly from undergraduate into graduate school. In the meantime I was working and began to be interested in the social science field. Perhaps I should have mentioned that I married in the summer between my junior and senior year of college.

Dr. Berry: When you got out of college and decided to work a while, did you have any difficulty getting a job?

Lawyer: No, I didn't have any difficulty getting a job. I went into sales work in a department store, men's apparel. I moved up a little in the field to floor manager. I left this field because retail sales didn't appeal to me. My brother and I had many discussions about it. He thought that there ought to be a place in retail sales for someone who had a broad liberal arts background, and not just a background in courses in retail selling. I think theoretically this is true, but practically it is an unsatisfactory arrangement because of the pressures of retail sales life. I detested it and wanted out of it.

Dr. Berry: From there you went to work for a bank. How did you happen to get interested in banking?

Lawyer: Well, I had a friend who was the son of the general manager at a large department store. He was married to the daughter of the owner of this bank. He told me the owner wanted to expand and needed some younger men.

Dr. Berry: How did you like being an assistant cashier in a bank?

Lawyer: Well, it might have been all right if it had been a bank located in some other place, but not in a small Missouri town. One thing happened, though, at that time that rather crystallized my thinking about going into law. One elderly man who used to come into the bank all the time was declared incompetent by his daughter. He came into the bank not knowing that this had been done and wanted to get into the safety deposit box, which of course he couldn't. The shock that was very clear and very evident, and the dismay and disappointment of having his daughter do this to him made quite an impression on me. I thought then and I think to this day that it was unjustly done. I am not the type of person that will stand by and let this sort of thing be done if I can stop it. So that was the jumping off place. I had thought about the law before. There are a number of lawyers in our family. This really crystallized my determination to go to law school.

Dr. Berry: You started to law school. Was this part time?

Lawyer: Yes, I went to law school at nights and worked days. I took nine hours a semester, three courses at a time, except one summer session when I took twelve hours for the two six week terms. That was really tough. I don't think I could do it again and work.

DR. BERRY: During that time you changed work, you left the bank and went to a manufacturer of greeting cards.

LAWYER: It was a better job. It was more closely allied with my education. It was in effect making a practical use of my education. This was the major motivation behind that. I was greeting card editor.

DR. BERRY: This was more closely related to your English major. How did you like it?

LAWYER: It could have been a very creative job, but it wasn't so I was disappointed in it. There were a series of cards . . . yellow, three-by-five file cards that had various sentiments on them. It was a question of picking these out of the drawer and this became rather mechanical and depressing.

DR. BERRY: Why didn't they let you exercise any judgment or use your own ideas?

LAWYER: I never could figure it out. It was a routine, the way they have done it for years. There is a very strict business hierarchy that must be followed. You must do it a certain way; and if you act or do the job any other way, it is too bad. At the time I was there they had extremely rigid policies. Even the way you dressed had to meet a certain norm. This sort of juvenile approach to things was more than I could bear. I frankly began to rebel against it. The job could have been marvelously creative, but it wasn't.

DR. BERRY: What did you do, start looking around for something else?

LAWYER: Well, since I was about three fourths through law school, I began to start thinking about what I could do for my place of employment. I realized that they did not have a legal department in the building and tried to convince them that if they didn't have it then they would need one in a couple of years. The growth of the business itself would require it. They didn't like the idea. In the meantime, I got to thinking that maybe I ought to get into something that would be more closely related to law. I decided on claims adjustment for an insurance company. Many guys have told me that this type work is excellent training for a lawyer, and I know now that it is of inestimable value.

DR. BERRY: Many lawyers stay with this type of job and work up in an insurance company. Why did you leave?

LAWYER: Well, I studied law for the purpose of practicing law. I am afraid that I am constitutionally a poor employee. I find it not hard to get along with people but just hard to work for other people. I always wanted to work for myself.

DR. BERRY: You went into law practice in 1960. Are you in a firm?

Lawyer: I went with the firm as an associate. That firm dissolved shortly after I came with them. Two partners left. I stayed on with them and another man joined the firm. I was told when I went there that there would not be a chance of a partnership as such in less than a three year minimum. I started establishing myself, and after I was there not quite a year and a half I was made a partner. A half year after that we changed the firm name and another guy also became a partner. Now the firm has our four names on it.

Dr. Berry: I always thought that a lawyer just about starved for the first four or five years. Is that true of you?

Lawyer: I think quite honestly I am doing better than any other classmate I know of in my class or the class just ahead of me. I think largely this is a question of good fortune. In some respects it is a question of being at the right place at the right time. I don't think of necessity that a young lawyer starves for five years.

Dr. Berry: Are you willing to give an estimate of your income?

Lawyer: I think so. It will be an absolute minimum of $10,000 and probably more this year. I will say this; it was more last year.

Dr. Berry: For a person three years out of law school I think that is quite remarkable.

Lawyer: Yes, it is pretty good for a beginner. Many associates work for very low wages. The older lawyers forget that living costs keep going up, and many young lawyers are married.

Dr. Berry: Do you read a lot? Law work as well as other types of reading?

Lawyer: Practically constantly. Because I feel that lawyers come in several classes—political lawyers whom everybody knows who build their practice on political favor. Then there are legal mechanics who go through things principally by rote. Then there are legal scholars and I aspire to that. I am a greenhorn, an admitted neophyte, but I would like someday to have the reputation principally among the members of my own profession of being a lawyer's lawyer. This is my goal. I would like to publish in the field, too.

Dr. Berry: Have you tried any writing yet?

Lawyer: Not since I have been in practice. Of course there are a certain number of *Law Review* articles or things like that, that you do or attempt while you are in law school, and I have done that. But as for actual submission of papers to a legal journal, I have not done that yet. I do have one on the drawing board, so to speak, that I hope to get into the *American Bar Journal* on a constitutional question.

Dr. Berry: Would you care to discuss the relation of your English major to the study and practice of law?

Lawyer: Well, actually in many ways it is of benefit. I can see this, for example, by comparison of what comes out of other law offices either in the way of correspondences, briefs, or documents. There seems to be a noticeable disregard for syntax, a logical grammatical construction. After all, a lawyer's principal tool is the spoken and written word—language (of course, Lincoln said his stock and trade was his time). A lawyer who is not facile in this regard is to my way of thinking rather seriously handicapped. It depends upon, in many instances, not so much what he says, but how he says it. For this reason the English major has a good background, not just in composition but in literature too; for this is where our frame of reference comes from. He is much more able to express himself well and precisely. Not only precisely but concisely. Then you don't find a document that wanders all over the page with dangling clauses of one form or another.

Dr. Berry: Some people think history is the ideal major for a law student.

Lawyer: History is a fine major for a lawyer, and yet I don't think it is a better major because of the fact that while law has deep historical roots it is nevertheless a modern science or practice. It depends not only upon the fact that the Magna Carta was signed—the fact that the English Bill of Rights is one of the forefathers of our constitutional system—but it also depends upon being able to come to terms and reduce to terms modern experiences and modern problems. Every lawyer who comes out of any reputable law school has a certain smattering of legal history, but history of itself is probably most beneficial in the area of constitutional law. Where the average practioner is concerned this is not often an area in which he operates. He is more apt to be drawing wills or contracts, or conveyances of one form or another, or briefs. This is where the typical lawyers show not only their legal ability but also whether or not they are bookish lawyers.

Dr. Berry: In the field of psychology, much of the trouble that brings a person to a psychologist's office reaches its peak or develops for that matter when communication breaks down. Is that true of law?

Lawyer: Yes, especially in the field of domestic relations. It is a combination of that and immaturity . . . physical, emotional, or intellectual. I suppose that in a large measure almost all of the big controversies are a result of a breakdown in communication somewhere along the line. Either there is a divergence of views on the interpretation of a particular obligation in the contract or some different theories of legal liability. In any case those things come to a head and eventually result in litigation when parties are unable or refuse to discuss them rationally. Then they employ someone to do it for them. And sometimes we don't succeed in being completely rational either. It is something of a language job. It is the job of a lawyer to communicate in a field in which others can't—either because they don't have the technical knowledge required, which is not the case very often, or because they don't know when and how to say what. To a great extent law is common sense codified. The function of the lawyer is to help people communicate and resolve their difficulties, not to stir up trouble as many people believe.

Dr. Berry: Is there anything that you would like to add to this discussion?

Lawyer: Well, I think that perhaps many people approach a college education from a purely practical point of view. For example, I will go to college and major in accounting because I can get a job as an accountant when I get out—or the same thing might be said of chemistry—and those things that do not feed that pragmatic purpose should be avoided. I consider myself well educated. I consider my education at Rockhurst my greatest asset. I was taught over there not a series of rules or isolated facts or even any facts in particular, but I was taught how to think. I was taught that it does not really matter whether or not you know something or particularly some fact, but whether or not you know how to go about finding out. I find an awful lot of people with sizable educations from sizable schools who do not know how to take something they know nothing about, a problem, for example, and work their way through it to some logical conclusion. Apparently they have not been taught.

Dr. Berry: There is a trend toward more emphasis on vocational education now. How do you feel about it?

Lawyer: It is a mistake—a tragic mistake. In the first place a recipient of this education is placed in a position of being an automaton. To me it is frightening. It is in one sense like "the brave new world." For example, you have been selected to be a restaurant worker and you should go to this school and learn to become a waitress. Now if they ever come up with something that replaces waitresses, you have had it.

The answer to unemployment in many depressed areas is education, but it is education and not this sort of thing. This is a whitewash attempt to do only half of a job. These people have to be taught not how to do a particular thing but how to make themselves useful to society. This is not accomplished by setting up around a person the very narrow confines of a trade education. It doesn't take long to learn a trade; it is having an education that makes a difference. I think of two people digging a ditch—one illiterate and the other a college graduate—the college graduate will get more out of it. But they can both learn it easily. It is a larger experience for the college graduate; for he has a larger frame of reference.

Excerpts—Interview of a Surgeon

Dr. Berry: When did you first decide that you wanted to be a doctor?

Intern: I think I have always wanted to be one. There were times when I wasn't sure, especially when I reviewed the requirements to get in, and the amount of time it would take. I think my grandfather was quite a bit of influence. As you probably know, it doesn't take a doctor long to get around to talking about cases. He talked to me about the cases even when I was a little fellow. I remember those conversations, and they were a big influence.

Dr. Berry: You knew a long time ago that you wanted to study medicine, and yet when you went to college you chose an English major. When did you decide to major in English?

Intern: I was in college a year before I decided to major in English. I first developed an interest in English at Culver Military Academy. Since I had a strong background in English and needed a major, I decided to build on it.

Dr. Berry: Along with your English major, did you have any difficulty getting in the premed requirements?

Intern: Oh, yes, this is a longer story. Between my sophomore year and the last semester of my senior year, I had just about given up the idea of medicine. I thought about the possibility of the military as a permanent career, although medicine was always in the back of my mind. As a result, when I got through college, I did not have the required science background. After college, I decided to give the Army a try, but I quickly realized that after I finished the six months at Fort Benning, Georgia, I would go back and take the premed courses I had not taken.

Dr. Berry: If you had been absolutely certain that you were going to medical school, could you have gotten in these premed requirements along with the English major?

Intern: Absolutely. It would have been easy. In my case, a low grade in chemistry the first year discouraged me from taking more. I think going to military school was good for me, but the discipline there was rigid. When I was on my own at the university, I had a bad first year which discouraged me.

Dr. Berry: Were you confident after you got out of the service that you could complete the premed requirements?

Intern: When I got out of the service, I bought a beginning chemistry book and reviewed that. I made a deal with my father that if I didn't make a *B* in my chemistry course at summer school, then I would forget medicine. I got an *A*, so I went on. I proved to myself that I could do it. I then spent another year at KU meeting the premed requirements.

Dr. Berry: Were you one of the Boys in White? You know what I mean, don't you? [This was a sociological research study of medical students at the University of Kansas Medical School.] Well, according to this study many boys go into medicine with high ideals—service to humanity, that sort of thing—but during the course of their training they gradually change. By the time they graduate most of them come to think of medicine as a business. Maybe it is necessary, for all I know. Maybe beginning medical students are too far up in the clouds. How do you feel about this?

Intern: Well, I don't think I changed in that way. I don't think medical training changed my ideals at all. I don't think it is necessary to change.

Dr. Berry: Why did you want to be a doctor?

Intern: Well, I think it is an intriguing profession where you can gain a lot of self-satisfaction, be happy yourself, and enable other people to be happy, too.

Dr. Berry: You have finished your medical training. You are now an intern. Do you think you know enough to do this job? Do you really know enough?

Intern: Well, there are a lot of different types of medicine. But I think I know enough. This all gets into philosophy. I suppose everyone on certain occasions feels inadequate. The thing about medicine is that once you learn a certain set of signs and symbols you can often depend upon them, but in some cases they don't add up to what you expect. It is not all cut and dried. You take my dad. He is in the laundry business. I couldn't go down and keep the flatwork ironer in order or wash shirts every day. I wouldn't like that. I could take out varicose veins every day and be entirely happy. Each one is a similar but new situation, for each is a different patient.

Dr. Berry: Do very many medical students have a background in English? What was the typical background of those in your class?

Intern: Most of them have majored in chemistry or zoology. I feel that they go into this for much the same reason that I went into English when I did. During the course of a four year premedicine program you come so close to have the requirements for a major in chemistry—as I recall the only additional course you need is physical chemistry. In terms of hours and distribution, the premed program is a chemistry major; they don't choose to add a major in anything else since they must take so much chemistry. I was interested in English so there was no need in my looking further for a major.

Dr. Berry: Do you think there was any particular advantage in studying English for premed training? Think in terms of medical school and what you do now.

Intern: Well, you know these things are hard to evaluate. It is a relief to be able at certain times to talk about something other than medicine. Literature opens up avenues of conversation. Indirectly, that is. I think my knowledge of literature may be some help in understanding patients, but I can't say exactly how. If I had the whole thing to do over again, I would do it the same way. If I ever have to advise anyone on what to do, I would suggest they take the scientific requirements but major in something else. I had a major in history too. It coincides with literature. I think these subjects might have awakened my interest in people. I can think of one case right now where it probably helped, when the committee interviewed me for medical school and asked me if I had read any of Shakespeare's plays. I said yes. They asked me to give a thumbnail sketch of the plot of *Hamlet*. I think when I could do this, it helped.

Dr. Berry: How many hours a day or week do you work?

Intern: On this schedule I work about eleven hours a day. I am on call seven days a week. Every third night I am on call. All the interns come in on Saturday, but on Sunday only one man is on call. This is in orthopaedics. I'll begin my general surgery residency here in July. That is four years, and it is more demanding.

Dr. Berry: You mentioned having written two articles. What are they about? Will they be published.

Intern: One is a statistical analysis of carcinoma of the larynx occurring in patients that I have been seeing over at the Veterans Hospital. The other is a chemical study of tissues of a rare form of heart disease; it involves two or three authors. Both will be published.

Dr. Berry: Are you interested in writing professionally?

Intern: I think so.

Dr. Berry: I have heard discussion of physicians who have difficulty writing. Have you heard anything about this?

Intern: Yes, I think some of them do. I don't have, though. I think they are offering a course in thesis preparation here at the medical center beginning this fall. This is the first time they have ever offered it. Have you ever read medical journals?

Dr. Berry: Yes, in the past. Why?

Intern: Well, the writing is pretty stereotyped. There is a certain way of writing up a case or report. There is always an introduction;

there is usually a case report about which the structure of the journal article or paper that is to be presented has been written; then following this there is a discussion, followed by conclusion and summary. Perhaps a bibliography. You really wouldn't have to have much background in thesis writing in order to pull one of these off.

DR. BERRY: Is this a good method of reporting?

INTERN: Yes, because you soon learn that certain types of information are found in certain places in the article, and what most physicians do is read the introduction, forget about the case reports, glance at the discussion, and read the summary and conclusions. This way they can cover a lot of ground.

DR. BERRY: Are there any comments that you want to make? I think I have covered most of the topics that interest me.

INTERN: Now you are going to use this material to advise people who are in college and may be anticipating an English major?

DR. BERRY: That is one of the aims.

INTERN: Well, as I see it, all students who go to college must have a major, and they probably should pick a major in a field that lies in their interest. This also depends upon what they plan to do with their college education, but you don't necessarily have to make your living by means of your major subject. I think English is as good a major as you could possibly take for the premed program. I really believe that. Along with the English major you can take all of the science you need and can handle. Now eventually I hope to be able to go back to some of the areas that I brushed up on in that English major, and when I have the time, I am going to do some reading. I would just like to have the chance to read things to enjoy them. Personal enrichment of my own life. I guess that is a selfish attitude.

DR. BERRY: I'm sure that you have heard discussions that medical doctors are often too narrowly specialized, engineers too for that matter. Some schools have added more liberal arts requirements for such groups. What do you think about this?

INTERN: Well, I don't know. Why does this bother them? Do they think that with a wider background they will be able to learn more medicine in less time? It seems to me that a person who exposes himself to medical matters entirely would learn more of it. Why is it? I am not sure.

DR. BERRY: Well, every great mind from Shakespeare to Einstein has known the importance of intuition as well as cognition. Could that be it? Do you understand what I mean?

INTERN: Yes. Everyone has seen the doctor who lacks intuitive understanding. No matter how smart he is, he has trouble making the proper diagnosis and making the proper disposition of the case. Some cases fit the pattern, but there are some that don't. When you have a case like that, it is usually some little clue that you get from the patient, not always in the actual presentation of the problem but the way in which the patient says it, or some absent-minded thought that he might casually drop out might give the clue. I think a broad foundation comes in most handy in the doctor-patient relationship, and this is something that you cannot read in medical books. You have to develop it by other means.

6

English Majors in Government Service

The federal government is the largest single employer in the United States, providing over 300,000 jobs each year in Washington, D.C., every state, and many parts of the world. Government agents are employed in regional office buildings, local post offices, veterans hospitals, foreign embassies, with government sponsored research units, on Indian reservations, and in the military. The numerous recruitment bulletins in post offices will suggest the range of talent which the federal government needs. Some of these jobs require specific training in different career fields, but many of them demand only the requisites of a college degree and the ability to adapt and learn. Like business and industry, the federal government has both specialized and general manpower needs.

Seven of the ninety-eight young men in this survey have entered various local and national government agencies, including the military. Although research does not indicate that they had planned any such goals, most of them are satisfied with their careers.

Vocational Goals of English Majors in Government Service

The English majors in this survey were graduated and faced with the realities of earning a living before seriously investigating long range career opportunities in government agencies. Five of the seven young men now in government service aspired to be teachers or writers, one considered the ministry, and one had no vocational goals at all. In response to the questions, "Why did you major in English?" and "What personal and vocational goals did you have in mind when you made this choice?" a few of them said:

> Initially I was interested in speech and journalism. Since KCU did not offer majors in these subjects, I just gravitated to the English department with the idea of eventually going into copywriting, writing for a house organ, etc. College teaching was also in my mind. (Social Security Claims Authorizer)

> I majored in English because I wanted a good liberal arts background, and because I found out that journalism, in my opinion, would not give me this.

> After one semester in journalism, I found that I disliked the curriculum; this feeling was in sharp contrast to the sheer enjoyment I had experienced in the liberal arts college. Therefore I transferred back. Perhaps even more important, though, was the inspiration of several outstanding men in the English department. My personal goals were to get a good education so that I could teach on the college level, work on the Ph.D., and write in my spare time. (U. S. Navy)

> During my initial study of English, I planned to use it as a solid basis for journalism. Gradually, as I became more absorbed in the literature of the English language, I felt that teaching would provide a more interesting and rewarding career field. As you are well aware, upon completion of a degree and required ROTC training, an officer's commission (2nd Lt.) is obtained. I graduated from college a Distinguished Military Graduate and subsequently accepted an Army commission. Once in, I decided to stay. (U. S. Army)

> I majored in English because I enjoyed reading. This field obviously offered the best opportunity to read a great variety of literature. As far as my goals were concerned, I belived it to be a good background for whatever vocation I eventually chose. I had made no vocational choice at that time. (Archivist in presidential library)

Getting Their First Jobs

Three of the young men in this group received military training in college and were called to active duty shortly thereafter. One man, a conscientious objector, was employed in a hospital supply department, approved by the government in lieu of military service. One English major, after interviews with potential employers, investigated the government service and was subsequently employed as an archivist's assistant. Only one man, with an A.B. in English and an A.M. in speech, received help from a college placement service, which secured him a teaching position in a private church-related college. Finally, there is the case of a young man, physically handicapped, who despite a superior academic record and two degrees, went through a long series of disappointments before taking and passing the Federal Service Entrance Examination Test. He is presently a social security claims authorizer.

Present Salaries of English Majors in Government Service

The occupations of government officials whether in the civilian or military service are well defined by law. Each occupation has its minimum and maximum salary limits, and the line of promotion is reasonably clear. Furthermore, a military man is eligible for many fringe benefits which if evaluated in terms of dollars and cents would greatly increase his yearly income. Salary information of the men in government service is found in Chart 18.

Career Patterns of Young Men in Government Service

Chart 18 represents employment records of the English majors in government service, relating this information to their educational background. If one combines other questionnaire information with the chart, it becomes clear that interest in a government career did not develop until after graduation from college. Once in government service, however, these men have discovered its advantages and are content to remain where they are. Job security, a stable salary and promotion plan, and superior retirement programs, among other things, are significant attractions. Furthermore, most of them feel that they are better off in terms of salary than they would have been in nongovernment occupations. At least four of the seven have found a high degree of personal satisfaction in their work, and the others find a vocational compromise satisfactory for their present personal needs.

Extent of Satisfaction with Choice of College? English Major? Career?

When the seven English majors in government service were asked to express the extent of their satisfaction with their choice of college, major, and career, a few of them commented as follows:

> No changes. There seems to be a future in presidential libraries, and ten years from now I expect to have a better job in one. (Archivist)
>
> No changes in choice of college. I would have majored in mechanical engineering or physics rather than English if I had it to do over again, but I am not dissatisfied with my English major. I would have gone into the Army. No change in career. (U.S. Army officer)
>
> No changes in choice of college or major. If it were not for financial considerations, I would prefer to teach English literature and go to graduate school in this field. However, a large cut in salary prevents me from doing this. When I retire from the Navy, I hope to get some graduate education and teach. (U.S. Navy aviator)

Five of the seven young men in government service were satisfied with the content of their English majors, but two of the three military men emphasized the need for skill in communication and writing. Here are the two statements:

> My English major background is highly regarded by the Army due to the relatively low level of writing skill of most Army personnel. I use my English major daily in the fields of human relations, communications, and writing tasks. I would not alter my English major much, but would add more course work in communication, both oral and written. I would not delete the courses in English literature. I thought at the time they they were not relevant to my time, but they have proved to be most valuable in the perception of certain human behavior. Now, I look fondly back on Chaucer, Shakespeare, the poets, among others. (Army officer)

CHART 18: CAREER PATTERNS OF 7 ENGLISH MAJORS IN GOVERNMENT SERVICE
June 1963

	Education	Undergraduate GPA 4 Point Scale Honors	Undergraduate Financing	Graduate Financing	Years Employed	Job Progression
1	B.S. English, RC A.M. Speech	2.4	Parents 50% Summer job 40% Part-time job 10%	Parents 10% Part-time job 40% G.I. Bill 40%	9	Church-related college, 1954–1956, Speech instructor South, $3,000 + Room, board
2	A.A. Junior College A.B. English, KCU A.M. English	3.5 Cum laude	Scholarship 100%	Scholarship 100%	5	Unemployed, 1957–58
3	A.B. English, KU	2.4	Parents 60% Summer job 40%		8	Chain store, 1955 Salesman (2 months) Midwest, $3,600
4	A.B. English, PC	2.8	Parents 94% Summer job 5% Loan 1%		7	State Univ Medical Center, 1956–59, (Conscientious obj.) in lieu of military service
5	B.S. English, RC Graduate study	2.6	Parents 90% Part-time job 10%	Full-time job	7	U.S. Government, 1956–57 Archivist asst Home, $3,000
6	A.B. English, MU Further study	2.4	Parents 60% Summer job 25% Part-time job 15%	Full-time job	7	U.S. Army, 1956– Artillery officer $5,500, plus allowances
7	A.B. English, MU Further study, Russian	2.8	Parents 85% Summer job 15%		7	U.S. Navy, 1956– Lieutenant aviator $10,000, plus allowances

CHART 18 (CONTINUED)

	Education (Column 1 repeated)	Job Progression (Continued)			Comments
1	B.S. English, RC A.M. Speech	Steel products co, 1956–59 Supervisory Home, ———	U.S. Treasury department, 1959– Revenue officer Home, $8,100		Age 34, married, 3 children, college education interrupted by military service. Likes teaching best.
2	A.A. Junior College A.B. English, KCU A.M. English	U.S. Government, 1958– HEW Office, Claims authorizer Home, $6,700			Age 20, single, physically handicapped, wheel chair, had difficulty getting a job.
3	A.B. English, KU	U.S. Army, 1955– Captain, $6,000 plus allowances			Age 29, married, 4 children, college ROTC, called to active duty, decided to stay.
4	A.B. English, PC	Board of education, 1959 Stock clerk (2 months) Home, waiting civil service	U.S. Post Office, 1959–61 Distribution clerk Home, $4,800 + overtime	City power and water, 1961– Senior clerk Home, $5,232 + overtime	Age 28, married, very interested in church work and summer opera.
5	B.S. English, RC Graduate study	Presidential library, 1957– Archivist Home, $5,000 to $6,600			Age 28, single, likes work and meets many distinguished people.
6	A.B. English, MU Further study				Age 28, married, 2 children, named Distinguished ROTC Officer, original goal was teaching.
7	A.B. English, MU Further study, Russian				Age 28, married, 2 children, original goal was journalism, then college teaching. Prefers teaching.

> My English major has been invaluable as a background for completing my administrative tasks in the service. Continually, I find that there are few people, including many college graduates, who are able to write a decent letter or report. Time after time, my evaluation reports from senior officers have stated that my command of the English language has been an asset to the command for which I worked. This background has lifted me over less fortunate rivals to positions of authority. I am grateful to my university and English department. (Navy aviator)

Advice to Other English Majors

When the young men in government service were asked what advice they had for other English majors, three made no comment. Two urged that they should develop superior writing and communication skills, and one advised the college major to anticipate starting at the bottom and working up.

Writing Interests of English Majors in Government Service

When the English majors in government service were asked to express their interests in writing, all seven say that they have been and still are interested. Varying from creative to more professional writing types, writing interests were expressed in these statements:

> I am taking some courses in writing. I am interested in writing stories, plays, and church music. (Local government employee)
>
> I have one children's story with illustrations written, but have not yet found a publisher. (Treasury agent)
>
> Given the time and energy, I feel that I would like to do some writing for publication, not creative writing however. I have done such writing in the past. (Social Security Claims Authorizer)
>
> I am interested in doing some writing on a former president. I have some material that ought to be written, but I have not yet found time. (Archivist)
>
> I will probably write several articles for *Armor Magazine* in the immediate future. I aspire to writing good fiction later on. (Army Officer)
>
> I am interested in short articles for newspapers. I have in process two articles for my hometown paper dealing with experiences abroad. I do not *plan* to write the great American novel. (Army Officer)
>
> I am proud author of fourteen unpublished short stories, which I hope to revise and submit. I plan to continue writing if only for pleasure and edification. I have written several professional articles for the Navy; and I have one article now before one of our professional magazines. (Navy aviator)

Summary

The English majors in government service did not choose this career early; somehow they drifted into it. But once in, they have found a measure of satisfaction and expect to stay. Their writing interests are similar to those of other English majors in this study.

Excerpts—Interview of a Treasury Agent

Dr. Berry: Thinking back as far as you can remember, what were your early career goals? Or did you have any?

Treasury Agent: My earliest interest, at least the earliest that I can recall, was writing; but I had no counseling as to how to get into it. I did think of newswriting. Reporting. This was when I was a senior in high school.

Dr. Berry: Why did you finally decide upon English as a major?

Treasury Agent: Well, this may sound stupid, but I enjoyed English. More seriously though, I was still interested in writing as a career, and English was the best subject being taught to enable me to widen my vocabulary, my reading experience, style, and things like that.

Dr. Berry: Did you decide on any more specific career goals during your time at Rockhurst?

Treasury Agent: No, I knew that the draft was imminent. Before I got drafted I think I lacked six hours. In fact, I lacked six hours of being graduated when I was drafted, but there was no deferment at that time. I spent two years in the Army. My extracurricular activities at the college to a large extent were aimed at a writing career. Actually, before I got through college, I spent one year in Washington, D. C. A friend of mine was going to Georgetown to the foreign service school. He suggested that I apply and see if I could get in. Then we would go together. I applied and got in. There was only one thing wrong, I really didn't have enough money to continue there. Had I continued there and if I had had my choice I would have continued at Georgetown in the foreign service; I would then have taken a job with the State Department in the foreign service field. When the election came along that year, I got a job with the Truman-Barkley Labor Committee—preparing and editing news releases, copying them if nothing else, scanning newspapers for ideas, clipping anything you thought would make news and would be of interest to labor. I had quite a bit of experience in Washington writing and working with the press in the labor news field, but I couldn't earn enough in Washington to live on and go to school. I stayed there until I was almost through, went into the Army for two years, then came back and finished up the six hours.

Dr. Berry: Tell me what you did from the time you got out of the service.

Treasury Agent: I came back to Kansas City and took a temporary job, until the summer term began at Rockhurst. As I was finishing up at Rockhurst, one of the professors suggested that I consider going on to St. Louis University and pick up a master's in speech and drama. I took my master's in a year at St. Louis, thesis and all. I crammed all the work into that period. When I finished at St. Louis, I heard about a speech vacancy at a Jesuit college in the South. I got the job and went down there. I loved teaching, but there was no money in it. Furthermore the salary paid to a speech teacher was probably one of the lowest on campus. My salary was $3,200, and along with this I had the opportunity to earn my room and board by living in the dormitory and proctoring the floor for the senior boys. I left there for financial reasons, obviously.

Dr. Berry: Did you apply for a job teaching speech anywhere else?

Treasury Agent: Yes, I applied several places. Through the National Speech Association, as one source of vacancies. I didn't get a job though. I had to eat, so I took the first job that I could find. The college did offer me an increase in salary when they found out I was going to leave, but I was already back in Kansas City and had made other plans. When I came back to Kansas City, I took a job at an industrial firm. I was the head of a billing department. Before I married, I changed jobs. I took the federal service entrance exam and passed it. Internal Revenue wanted me to work for them. The salary was better, so I decided to take it. It sounded like interesting work.

Dr. Berry: What kind of work is it?

Treasury Agent: That is a good question. The revenue officer is a field man for the Treasury Department. He investigates tax delinquencies and secures returns if the taxpayer has not committed a fraudulent act in filing the tax return. I am looking for people to file returns, to pay taxes, or anything that is a violation of internal revenue law. They supply me with some names of people to investigate. I am free, however, to check into cases on my own as I have time. It is more investigation than enforcement. I do have the power to seize and sell property for nonpayment of taxes, padlock a place and sell it. Eventually I think it will lead back to my old field of teaching. You can become an instructor for training other revenue officers. That would be right up my alley. I would love to get back to teaching.

Dr. Berry: Would that be full time instructing?

Treasury Agent: Well, yes and no. Your classes run eight and six weeks and in between those periods you have a six month period off. During that period you have two things to do. One, you do hot shot work, that is you take difficult cases and work them, and about six weeks before the second class begins you start preparing for your class. Sometimes there is little time between classes for hot shot work. It just depends upon the needs, how many classes need to be trained. There are quite a few revenue officers. All of the men are college graduates, but they have to take the special training courses. I expect to stay in this field, unless I find a teaching job in a college of my choosing. If I could find such a job at equal pay and with equal benefits, I would take it. I would gladly go back to teaching English and speech if it were profitable.

Dr. Berry: Of course the longer you stay with this the more you make; therefore, the harder it would be for you to find a teaching job in a college at a comparable salary. If you move up into one of these teaching jobs with the revenue bureau, will it pay more?

Treasury Agent: Yes, I am due to move up to a better job July 1. I now make $6,900. The first of July I should make $8,100. I know exactly what my raises will be from then on for the next twenty years. At the end of nine years I would be making $10,650. There are periodic increases after that. Of course, I get expense money and per diem allowance. This new job July 1 is not the teaching position. The teaching position is one grade up.

Dr. Berry: What are your aspirations in writing?

Treasury Agent: Oh, at the present time, with all of the problems I have, my aspirations are null and void. I haven't had time to give much thought to them. I haven't time to devote to any writing. I wrote a children's story a few years ago, but I didn't get a publisher. They said their advisors in that field stated that children's books should be written on everyday occurrences with realistic characters. I don't agree with them but that is what they said. Mine was all fantasy. The illustrations in my book were excellent. They were vastly superior to those you find in most children's books. A friend of mine who is a professional artist did them. The book reflects both of our comments on human nature. It is more of a New Yorker style humor. It is in a way a grownup children's book. You have to look at his drawings closely to appreciate them. There is a lot of hidden meaning. Maybe the book was too much for a child's book.

Dr. Berry: As you look back over your background, would it have been helpful to have had someone to talk with as you went along? Would you have benefited from talking with a professional counselor?

Treasury Agent: Yes, I think so. Rather than tell me—well, you do well in writing—why don't you write. You see I also did well in chemistry. I did all right in physics. I did well in most subjects. I didn't get good advice. I think the professors were more interested in seeing another English major than in letting one escape into the pure science field. I think they may have been more interested in their subject than in the student's long range welfare.

Dr. Berry: When you went out to apply for jobs and you presented yourself as an English major, did you encounter any problem in the business world?

Treasury Agent: In the business world, yes. In the Treasury Department, no. In my field it does not matter. The Treasury Department just wants a college graduate. They would just as soon have a wide range of majors, but in the business world it was different. Some said, "Do you have any accounting background?" "No." "Any bookkeeping background?" "No." "Law?" "Got any sales experience?" I finally got mad and told a guy what I thought. He ran an ad saying he wanted a college graduate, no specific requirements listed. When I get there, he wants to know if I have any experience, have a business education and background, etc. I told him he didn't want anyone between twenty-one and twenty-five but that he wanted someone between fifty and fifty-five who had had twenty years experience. I didn't get the job, of course. At two places they definitely considered giving me the job, but the starting salary was so low that I would not consider it. This was some type of writing for an insurance company. It would have helped in some cases if I had had accounting or engineering. Both are useful in business.

Dr. Berry: Have you had any trouble adapting to the jobs you have had in business or in government?

Treasury Agent: Not a bit. So far I have never had a job that I could not do. Given a little while, I can catch on. It is not the fault of the English major that he majored in English. It is too bad that more business men do not recognize the need for people who major in English and the contributions they can make. There are many jobs the English major can do in the business world, and do quite well. I didn't know an excise tax from a withholding tax when I joined the Treasury Department. They gave me eight weeks of schooling, just to learn basic tax law. While I am no authority on law, my ability to read and understand what I read as an English major enabled me to grasp a new field quickly. It was an aid to me. I read fast, analytically. I can read for context alone, or I can actually study it.

Dr. Berry: Where then does the problem lie? With the English major in his choice of major, or with the businessman and his lack of understanding of the requirements of a job?

Treasury Agent: I think both. Partly, it is not necessary to major in business to be a good businessman; but a student should pick up some electives in business—accounting, economics, etc. The English major is helpful in business because it gives you a better understanding of people (and that is what you are dealing with in the business world) and also helps you to make yourself clear in writing, speech, and things like that. On the other hand, the English major going into business might well take a few courses related to business so that he would better understand that side of it too. A businessman shouldn't take it for granted that because a person majored in business and got a degree in it that he is a bright young man. I know some people who majored in business who aren't intelligent enough to get degrees in English. They would not necessarily make good businessmen just because they got straight *A*'s in some business courses. If they had gotten straight *A*'s in English and also in economics, then that is something else again. I would put much more credence in a man's ability to perform a job. I think all of this arises partly out of the businessman's background at the present time. Many of them in this area of the country had a high school education and went to business college—I am talking about the heads of businesses now. In college they studied bookkeeping, shorthand, typing, and things like that, and they think that is the reason they got ahead in the business world, even though they rarely use these skills. They went to a business college, and they think that successful businessmen need to do this. Often they regret the time wasted on such subjects as English, history, and all of the things they have never used since. They haven't realized the value of these courses in their own lives. They really don't know the true importance of the liberal arts.

DR. BERRY: What course or courses, in your opinion, have been most useful to you?

TREASURY AGENT: I think they were courses in philosophy; basic courses in philosophy can be taught in any college . . . logic, ethics, morality. They say a seven year old knows the difference between right and wrong, but there are a good many businessmen today who do not know the difference. A good course in ethics might set them straight. I have done well in every job I ever had, and I think it is because I am not afraid to make a decision based on the ability to reason to a conclusion. Too many businessmen say, "Well, let's ask someone else," or "Let's wait and see." They are afraid. Then they try to take credit after someone else has gone ahead. In the business world, you need to be able to make decisions. A liberal education helps one to do this. A businessman does not always have time to study issues; sometimes he has to go ahead on his own—right or wrong. In these cases he needs to be able to think quickly, analytically, and most of all after that he must take a chance. Even if he is wrong—and he will be sometimes—he will profit from it. The next time he will use this experience in his evaluation. The second subject area that has aided me most is English. This has taught me to express myself. After I have reasoned out an issue, and gone ahead and made a decision, then someone may jump on me. They want to know why I did it this way. I know why, and I can express myself. I can put it into words and tell why I did it so that they can understand. I can go up or down the ladder of abstraction to make myself understood, depending upon the background of the person I am talking to. This is an asset in business, to be able to communicate.

Excerpts—Interview of an English Major in Archives

Dr. Berry: Thinking back as far as you can remember, what career goals did you have. In high school? In grade school?

Archivist: I don't recall having any career goals when I was young. My first career goal that I can recall came when I was enrolled at Rockhurst College. There was a time when I thought about teaching. I didn't think about it too seriously though. When people found out I was majoring in English, they would say, "Are you going to teach?" and I would say "No." I don't think I really intended to teach even though I thought about it, but I didn't know what I did want to do. I always thought I might like to write, and I did write a little but nothing that I was proud of.

Dr. Berry: When did you decide on the English major?

Archivist: Oh, that was in the sophomore year. In my first year I had thought I would major in economics, but in my sophomore year I changed to English because I liked my English courses in college, and I realized that I had always liked to read and that I would build on this interest. It was as simple as that.

Dr. Berry: When did you finally decide on some career goals?

Archivist: Well, it was after I got my degree. I went down to the post office and looked at the circulars on civil service jobs. I found a job that seemed to fit my qualifications. I got this job as an archivist's assistant at the federal records center.

Dr. Berry: Did you go to your college placement office to see about a job?

Archivist: Well, I know they have someone who does a little placement work now, but I don't know whether or not they did then. If they did, I was not aware of it.

Dr. Berry: Did you ask for any jobs at private concerns? What was your experience this way? Did anyone question your English major as a preparation for business jobs?

Archivist: I asked for several jobs. I remember asking for two jobs in advertising. I was finally offered the job at one agency, but I already had the archivist job before they called me. Only one person ever questioned my English background. That was the woman at the Missouri Employment Service. She said that there was not much demand in the labor market for an English major. She said if I wanted to get into the business world that I would have to take most anything.

Dr. Berry: How did you like this first job as an archivist's assistant?

Archivist: Well, I first like it. I enjoyed working and making money. It wasn't a job I wanted to do very long, though. I stayed a year.

While I was there, I occasionally looked for other jobs. I was offered a job teaching at a federal prison. I didn't take it because I thought I wouldn't like it. I thought about a job in social security, but I didn't take it. While I was at the record center, there was an opening at the Truman Library, and my boss asked me if I was interested in it.

Dr. Berry: How do you like the job?

Archivist: I like it. In fact I just changed jobs out there. When I first went out there and until recently, I worked on Mr. Truman's papers, but a few weeks ago I was promoted to the book collection department. I liked working with the papers very much. In fact I would like to have continued working with them, but this new job was an opportunity to expand and to learn other facets of the library operation, so I took it. It also resulted in a substantial increase in salary. I am taking care of the books now.

Dr. Berry: Do you think you will continue on with this type of work?

Archivist: I expect to continue on with presidential library work. I like working with papers. I hope to continue on with a higher position. That is about as definite as I can be now. One interesting thing is that I have contact with many distinguished people from all over. They come to the library, and I have a chance to meet them.

Dr. Berry: Tell me something about this field of employment.

Archivist: As you know, an archivist is someone who works with papers. It is not a big field. Presidential libraries are one source of employment. Other libraries employ a few. The federal government maintains a large staff of archivists in Washington. There are some private collections that require archivists. Hoover used to have one before his library was turned over to the government. I understand it was not used much, probably because there was no one who understood the papers and knew how to make them available. It is more of a job than one would think.

Dr. Berry: You mentioned earlier that you had at one time had a possible interest in writing. Do you still have this interest?

Archivist: I have an interest, but I don't practice it. I haven't written anything for several years. In college, I tried to write a play once. In fact a couple of plays.

Dr. Berry: Do you have any interest in writing nonfiction?

Archivist: Yes, I have thought of writing something on Truman—several times things have come up that I thought should be written. At the time I say that I wish I could write it.

Dr. Berry: Now looking back on your college English courses. Were they satisfactory? Are there changes you would have made if you had known what you know now?

Archivist: Well, my program was mostly English literature, and a little American. I might have added world literature—literature of other countries. I can't say I am unhappy with the course that I took. I took literature primarily, and I enjoyed it.

Dr. Berry: How about linguistics? Semantics?

Archivist: I only took one course and that was a linguistics course at the University of Kansas City. I think I enjoyed it and found it helpful. I am interested in words, language.

Dr. Berry: I think this pretty well covers some of the points that I wanted to take up with you. Is there anything you want to add?

Archivist: No, I can't think of anything. My English major has worked out pretty well. I don't know as much about book work as I probably ought to, but I am managing to pick it up. I did take a course in accounting in college, but I almost flunked it. I didn't like it at all, so I did not profit much from it at the time. Now if an English major showed any inclination toward business I might suggest economics or accounting—a few courses in those areas. But if the person weren't interested it probably wouldn't help much, for he wouldn't apply himself in it.

Summary of Part 1: The Men

Ninety-eight, or 71 percent, of the 138 men who were contacted in this study responded to the questionnaire. Information received on 7 of the 40 who did not reply revealed no significant difference. As a group, the 98 men who were studied revealed these characteristics:

1. Personal interests rather than a future career motivated the choice of an English major. The men who majored in English chose this major because of (1) a personal interest in reading and writing, (2) a belief that it offers an opportunity for self-enlargement, and (3) the fact that for them it was an easy subject.
2. The men who majored in English were not ready to make a career choice until near or after completion of the A.B. degree; a later career choice had no detrimental effects, however, for this study produced data favorable to them. They are now pursuing successful careers in business management, teaching, journalism and writing, government service, and the professions.
3. Over 70 percent of the English majors completed college studies beyond the A.B. degree. Most often they took business courses or entered a professional school, but some continued with the English major at the graduate level. Many of the latter group were preparing to teach at the college level.

4. In retrospect, the men who majored in English express a strong commitment to the liberal arts degree and the English major. They believe that communication skills and self-enlargement through the liberal arts are an asset in any career. They believe professional or vocational training should come after the A.B. degree rather than replace it.
5. Although the men who majored in English are satisfied with their choice of major and degree, they recommend that future English majors strengthen their English major by taking more course work in grammar, linguistics, writing, and communication skills.
6. Although the men who majored in English are generally successful in their chosen field, they believe that more assistance should have been made available to them in college regarding job opportunities and their potential in the career world. Many recommend that English majors in college give serious thought to a career choice before completion of the A.B. degree.
7. The men who majored in English are ambitious to write and publish. Many pursue creative writing in their leisure time, while others are writing in their professional fields.
8. The men who majored in English were serious in their participation in this study. Through notes attached to the returned questionnaires, through the actual answers to the questions themselves, and through conversations with the writer, they expressed an interest in those who are now majoring in English; they pointed out the importance of the liberal arts degree and English major, suggested ways to strengthen the major through increased course work in writing and communication skills, hoped to see the results of this study themselves, and expressed a belief that future English majors may profit from their recorded experiences.

Part 2

THE WOMEN

ENGLISH MAJORS WHO HAVE NEVER HELD FULL-TIME JOBS
ENGLISH MAJORS WHO ARE NO LONGER WORKING
ENGLISH MAJORS WHO ARE CAREER WOMEN
SUMMARY

The Women

It has not been too many years since it was thought a waste of money to send women to college. Education was looked upon as vocational training, while the woman's role was still that of housewife and mother. Some sincere people actually believed that undue mental strain would give a woman brain fever; others, equally sincere, felt that too much education would destroy a woman's femininity and sex appeal. Although there are still too many Americans who think that advanced study is wasted unless it has direct job application, the principle of higher education for women is here to stay.

Problems remain, however. First of all, women are still most apt to be found in the lower paying professions—teaching, nursing, library work, medical technology, and Christian education. Second, even when they excel in their work, women seldom advance to the top posts within their profession. Finally, women are often paid less than men, even when they are doing similar work. Many women accept the challenges anyhow; this bulletin is concerned with both those who decided to pursue a career, and those for whom the chores of housewife and mother are a full-time job. Chart 6 shows the present or past vocations of seventy-six women who are English majors.

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7

English Majors Who Have Never Had Full-time Jobs

This exploratory study included seventy-six young women who majored in English. Of these, there were the fifteen who have never had a full-time job. College for them must have offered something besides vocational training; a quick glance at their records shows that they were, however, serious students. Eighty percent were on the dean's list. As might have been expected, most of the cost of these women's education was carried by their parents, although four received some financial help from their respective universities. These women entered college with a wide range of goals and ambitions, as the following comments illustrate:

> My original choice of majors was mathematics. However, I married before finishing school and my husband's vocation rather unexpectedly became the military. This necessitated frequent moves. The pleasant consequences of meeting and knowing many people, various ways of life, and of living in places I had only read about before kindled my interest in reading and writing. I therefore decided to finish up in English.
>
> English language and literature have been a major source of enjoyment all my life. Before I married I was a philosophy major, but neither philosophy nor the social sciences ever meant anything to me except as they broadened my knowledge of English, which was my first love.
>
> The first three semesters I was a chemistry major although I had not formally declared it. I realized that I liked the humanities better, and was especially interested in literature. My fiance was working on his Ph.D. in English at that time and I am sure that this influenced me.

Satisfaction with College Background

These women were for the most part satisfied with the background which the English major provided for their later life. A few suggested minor alterations in their training, often related to later vocational needs, or ways in which the English major could have been strengthened. A few typical comments follow:

> The undergraduate program proved satisfactory to me. My husband was a graduate student in the English department at that time and he advised

> me to take all of the work that I could covering the major literary figures and not to take too much work in the modern period or lesser authors. He said this was important if I planned to do graduate work, which I did. I found out he was right.
>
> If I had known I was going on to graduate school, I would have taken work in philosophy and linguistics.
>
> No change in choice of college or major, but I would have taken the education courses so that if I ever wanted to work I would be prepared to teach.
>
> More writing and grammar courses should be required. College instructors take it for granted that these skills are being developed in high school. This is not true.

The English Major and the Married Woman

Fourteen of the women who have never had a full-time job are married. These were asked questions specifically designed to assess the value of their English major in the very domestic life they must lead. It was assumed that the intensive study of literature that the English major involves would have given these women a greater understanding of themselves and the people around them. Similarly, it was hoped that their experiences in writing—demanding organizational and sound reasoning—would have value even when their primary roles were those of housewives and mothers. Perhaps because the young housewife is too involved with the immediate problems of raising her family to be able to take the proper perspective, the responses to these questions for the most part did not support this theory. Comments like the following did, however, reveal many advantages the housewife may find in the English major:

> Looking back on four years of college, I can think of no other major that I could have chosen which would have prepared me better for my life as a mother of three little boys. Although I did not specialize in any particular phase of English, I have been exposed to many periods which I have grown to love. Literature is the greatest expression we have, and if I can acquaint my boys with a love of poetry, essays, novels, as well as Shakespeare and many others, I can equip them for a challenging world which depends too much on science and applied fields.
>
> My English major developed in me a greater curiosity and desire to read as well as a better understanding of what I read. I derive great personal satisfaction from reading now.
>
> Certainly an undergraduate program which provides the broad background in the liberal arts and humanities best prepares one for marriage and family living. Unless we are to entrust the guidance of our children to television or outside sources, we must all have a knowledge of history, political science, literature, and psychology.

Finally there was one housewife and mother who affirmed:

> I believe that an English major broadens one's knowledge of people and places, and gives deeper insight into the way of life both past and present. An English major contributes significantly to the understanding of people, and this helps a housewife in the interpersonal relationships of marriage as well as in rearing her children. The study of English is, therefore, an important background for marriage and family living.

Leisure-time Activities

Like so many women who are not employed, the English majors in this survey are quite active in civic and community affairs. Their liberal arts background, however, is probably more evident in their reading and writing interests. Even those who are married and now have children find writing to be of continuing interest and a good diversion from their usual homemaker's routine. A few typical comments follow:

> For my own enjoyment I keep a journal. It is helpful to me in expressing current observations and is an aid to my memory when I write to my parents about the children. I write an occasional poem, and have ideas for essays. I do not plan to attempt publication.
>
> I read all the time. I have read over seventy-five books during the past year. Most of my reading is in the field of the classics, literary criticism, and biographies of literary personalities.
>
> I have written a number of children's poems, and would like some day to complete enough for a whimsical volume.
>
> I read a great deal, but mostly in the magazine reading field. I do read the *Reader's Digest* condensed books.

Summary

The women who majored in English but who have never held full-time jobs had the highest scholastic records of any group in this study. They share the reading and writing interests of English majors everywhere and are highly supportive of the liberal arts degree. Most of them are satisfied with their roles as housewives and mothers and have no plans for future employment.

Excerpts—Interview of a Housewife Who Has Never Held a Full-time Job

DR. BERRY: Would you care to talk a little more about your English major? Your choice of it. When you were in grade and high school, did you have any particular career goals? During those years, what was it that you wanted to do when you got out of school and on your own?

Housewife: I never visualized myself as doing anything, really. I never had any aptitude for technical skills. Typing was my poorest subject. Shorthand seemed impossible to me. The last thing I wanted was to be a secretary. I always did extremely well in literature in both grade and high school. In fact, when I was in the eighth grade, I took a test in which I placed college level in reading comprehension. I came from a family where everyone read, and I always read so that seemed to be the thing that I was most interested in. That and music. I still haven't reconciled that difference. I changed my major three times in college. I started in music and switched to English in undergraduate study. I got my master's in theatre. Now regarding career goals. I just didn't have any. Teaching did not appeal to me. Secretarial work did not appeal to me either. Nursing has appealed to me since, but it didn't then. I did do a little secretarial work once, and it appealed to me even less than it had before.

Dr. Berry: Am I right in assuming that you never did seek full-time employment?

Housewife: That is right. I married before I finished the A.B. and the baby was born about one month before I received the A.B. I have had several offers begging me to teach.

Dr. Berry: When you took your English major, did you feel that it included enough study in writing? Semantics? Linguistics?

Housewife: No, I didn't have too much writing at all. I had no creative writing until the last two years. I had a good course in creative writing then, but, you see, in my first two years there was always this musical thing. I first devoted a lot of time to music. In the English department most of what I took was literature and evaluation and that sort of thing. I never had anything in history of the language or linguistics, which I would like. It was not taught then, although it is now. But it wasn't available when I went. I am interested in it. At that time, my advisor was head of the department and there was a very much slanted encouragement of students to take certain courses.

Dr. Berry: What about the creative writing that you mentioned?

Housewife: Well, I did take a course from a visiting professor from England. That was the playwriting course. It was very interesting. I never had too much aptitude for the actual writing. My skill probably lies in the critical end. That is not too marketable, unfortunately. At least not in this area. I had one part-time job as judge in a playreading contest. If another job like this playreading contest came up, I would take it. That was right down my alley. As a matter of fact, I think we read 200 scripts in six weeks. This was no trouble at all, even with a child. As a matter of fact, I read the script that won. If there was any development here in Kansas City in the publishing industry, I could probably be a reader or editor. In that case, I think I would feel a strong compulsion to work. But not for what is available. I don't have that strong feeling of fulfilling myself through work, because I feel fulfilled in many ways in my own home and family life.

Dr. Berry: Do you ever expect to engage in full-time employment?

Housewife: Well, I think if the right offer or interest came along in the field of teaching I might accept. It would have to be a course that was off the beaten path. I was asked to teach two courses at the junior college—remedial English I think it was. This didn't appeal to me. Then I was asked to teach world literature at the university, and it is another problem. The course has been badly taught by many people, and I didn't want to get involved. If I teach at all, I want to teach something I know I can do well. I think something will eventually open up, and I might teach part time. The press of students probably means there won't be enough qualified people to teach.

Dr. Berry: The question was asked, "Do you consider your undergraduate program a satisfactory preparation for marriage and family living?" Explain your answer.

Housewife: Well, I don't know exactly what you mean, for usually when someone speaks of preparation it is for some specific goal. They want to know how much money they will make or get out of it. I've been doing some work with the education of women, the symposium. I don't think you can narrow down and say I had better take this course because it will help me in ten years. I don't think you ever know the ramifications of what you are doing at the time. And the courses that I took I feel have made me a much richer person in spite of the way some of them were taught. Reading in different fields, the discipline in writing papers, and all of these things come out. The reading backgrounds of both of us have produced a fantastic child. Our first child taught himself to read at three and he reads on about a fifth grade level now. He loves to read and can't seem to get enough. He is a very outgoing child too. He is just as rough and tumble as any child. I never thought when I first started to college at the age of seventeen that I would have a child that loved to read as I did, especially at this early age. He will be in first grade next year. I also think going to college before marriage helps to make people more tolerant and puts more perspective on things.

Dr. Berry: Can you think of any reason why I particularly wanted to ask this question?

Housewife: Well, a little girl with her head in the clouds that does not know anything about the practicalities?

Dr. Berry: What do you mean by that?

Housewife: Dirty diapers, scrubbing floors, up at five in the morning. Endless washings, dissatisfaction with the mundane trivialities of life. Is that when you meant? This is what I got on a lot of the questionnaires that I distributed at the symposiums. Here I have been trained to appreciate the beautiful things of life and all I have is a screaming baby. This never bothered me at all, but maybe I am not typical.

Dr. Berry: Could your English major have made you different in this respect?

Housewife: Well, of course, I always have my nose in a book. I always have a record on, and it takes you out of yourself. Also there is a lot to—well, heavens—we have a lot of interesting friends and you have to keep up with them. I like to hear what they talk about, and I suppose that it did help immeasurably.

Dr. Berry: You are interested in criticism, but not in creative writing. Is that right?

Housewife: I tried creative writing, but I don't have any aptitude at all.

8

English Majors Who Are No Longer Working

Although it is acceptable in the twentieth century for a married woman to hold a job as well as keep house, some stop working soon after they are married. Many will continue until the first baby comes; some may help their husbands finish their professional training. Eventually, however, most sacrifice their careers to the daily chores of housework. The thirty married women contacted in this exploratory study who were once employed but have now left the labor force are the concern of this chapter.

Many of these women entered college with specific career and vocational goals, though less than a third had to contribute substantially towards their own college expenses. The group as a whole is well educated; seventeen of the thirty have completed some work beyond their A.B., including one LL.B. When their college training was over, most of these women found employment either as teachers or secretaries, a few went into journalism and writing, one became an airline stewardess, one a medical records librarian, and one went into law. It is interesting to note that even those who entered into teaching preferred to take their A.B. in English rather than enter the school of education at the undergraduate level. A few comments on their reasons for choosing an English major follow:

> I liked English and had always done well in it. I wanted a teaching certificate, and planned to study education courses after finishing the A.B. degree.
>
> Quite honestly, I had no specific goals in mind. I just wanted a general education and an English major was a means to an end.
>
> My love of literature and personal aptitude in this direction led to my English major. I was indefinite about vocational goals but considered journalism and writing.

Satisfaction with College Background

Though these women were trained to assume the responsibilities of a full-time job, they actually worked an average of only four years. The pressures of family responsibilities usually led them to quit after their first baby came. Most of these women do not plan to return to work, though six thought they might eventually reenter the teaching profession. For the foreseeable future, rearing their children will remain a full-time job.

Satisfaction with English Major

Most of these women, like those who never held a full-time job, were satisfied with their English major. Many, however, recommended additional coursework in writing, linguistics, grammar, or semantics. Other recommendations included a suggestion for a better introductory course in literature, more emphasis on world and American literature, and coursework in creative writing. Typical comments follow:

> If I had known it would take so long to fulfill education requirements for elementary teaching, I would have started on the teaching curriculum at the undergraduate level. However, I would not trade anything for my liberal arts background.
>
> If I were doing it over, I suspect that I would have prepared myself to teach English had I realized the lack of demand for a woman college graduate in the business world.
>
> I think it is important to prepare for a career of some kind. If I were doing it over, I would still take the A.B. degree and the English major, but I believe I would then go on to a graduate school of library science and study for work in that field.
>
> Cut the class size in half (about fifteen students) and teach them in seminar fashion; place the emphasis on critical reading, rather than on volume and variety; have writing classes taught only by people who can actually write and have written professionally or otherwise; have the professors function as guides rather than opinionators; and do away with the use of graduate assistants below the junior year.

The English Major and the Married Woman

The comments of these women about the extent to which the English major was satisfactory preparation for marriage and family living were much like those in the previous section of this report. The English major has developed in them a lasting and satisfying interest in reading; it has stirred in some equally satisfying writing interests; and it has developed a love of literature which can be passed on to their children. Unfortunately, most of these women also failed to recognize the deeper understanding of themselves and those around them that their study of literature should have given them. A few typical comments follow:

> I find my literature background and reading interests most rewarding. I am already reading to our eight month old daughter and she loves it. I hope she develops the reading interests that I have.
>
> Appreciation of literature will always be a source of pleasure and strength to me. More practical courses may be helpful but necessity is a fine teacher

> of cooking, sewing, and housecleaning. I am glad that I did not waste precious opportunities for study on subjects that I could teach myself later. I feel it is more important to pass on to my children an appreciation of literature.
>
> The purpose of education for me was to simply broaden my perception and provide me with basic knowledge of the world. Insofar as this kind of knowledge is useful to anybody, it has been useful to me as a housewife. The English major has no specific application in my everyday life.

Three housewives looked a little deeper into this topic:

> My experiences and contacts in this field of study have helped me to shape and determine my present values. I feel that seeking and developing stable and worthwhile values is about the most satisfactory preparation for marriage, for it is these values that will guide your interrelationships, your attitudes toward others, and the rearing of your children.
>
> I doubt if any major could be better. I think my English major has helped me to understand and share with my husband because it has helped me to better understand people in general, and has deepened my insight into things past, present, and yet to come.
>
> There is nothing more basic in life than communication. It is the key to human relations, and marriage is human relations. The greater one's reading and the greater one's ability to communicate, the greater one's knowledge and understanding. And knowledge and understanding are the keys to a satisfactory life.

Leisure-time Activities

Again like their counterparts who have never worked, these housewives are active in civic and community affairs. Music, art, and the theatre are popular with some, but, as before, their liberal arts background is most evident in their reading and writing interests. This group, however, indicated less interest in writing than any other group in the study; only thirteen—all of whom are too busy to do much now—hoped to write more later. Their reading activities were extensive and varied; the daily newspaper, magazines, and children's books are as important as books read for pleasure or education to housewives whose time is limited by the routine of housekeeping and child care. Reading and writing interests were expressed in comments like the following:

> I have an interest in creative writing, but it will have to wait unless I can contrive a Jean Kerr method of getting away from it all.
>
> I read most of the new books that come into our small community library. I read everything from current fiction to philosophy. This library is really limited however. I miss living in an area where there is a good library more than anything.
>
> I am interested in writing as most English majors are. I am amazed at the number of persons I know who have manuscripts tucked away in a drawer some place. I would like to write stories for children. I am amazed at the poor quality of so many of them that are in print.

> I read on the average two and a half hours a day, if you consider all of the reading that I do. I read the daily newspaper, subscribe to six magazines which I read on a regular basis, and read numerous books.

Advice to Other English Majors

Ten of the thirty housewives who are no longer employed had no advice for other English majors. Ten of them felt that women in college should give serious consideration to their vocational interests and choose electives accordingly. They suggested electives in business, secretarial subjects, journalism, or education. Two felt that teaching is the best outlet for the English major and advised English majors to take the education courses necessary for teaching even if the course content has no immediate appeal. Finally, eight of the housewives felt that the English major should be followed up with specialized training in a professional school. They recommended library science, social work, journalism, or law.

In actual practice there is a great difference between the employment opportunities open to men and those open to women. For one thing, women tend to face discrimination in the business world and rarely rise to positions at the management or executive level. Consequently many women college graduates must look elsewhere to find a vocation that offers opportunities for both full use of their talents and long range advancement. In making recommendations to other English majors, the housewives who are no longer working revealed their concern in statements like these:

> In my experience, the English major all by itself equipped me for nothing in the vocational world. The clerical skills that I learned in high school got me my first job. I hope that my own daughters learn these basic skills somewhere along the line, along with the skills of efficient housekeeping and money management. I would advise would-be English majors to acquire these skills in high school or in summer school, and to use their valuable years in undergraduate school reading Plutarch and Pinero and enjoying the lilacs in the spring.
>
> If the English major is not going to get a master's and Ph.D. and teach on the college level, then she should have a specific job in mind and take the electives accordingly. I know many girls who could not get a job with an English major. Some went back and took enough education courses to teach, some became airline hostesses, and some worked as secretaries which they might have done without the degree, although I am sure it was helpful.
>
> My advice to an English major would be not to narrow down her field merely to teaching, but look around and notice that her services are needed in a great many areas . . . offices, medicine, law. I think all professional fields can use people with a good working command of language; however, it is sometimes up to the English major to show people how they can make use of her talent.

The English major is not equipped to go into any specific field after completing his degree. If he wishes to teach, he must have education courses. If he wishes to go into journalism, he should have at least a few courses in journalism techniques. I would suggest that the English major know what he wants to pursue while he is still in college and choose electives accordingly, or plan for graduate study in a professional field.

Summary

Over half of the English majors who marry continue full-time employment until the first baby comes. Most of them go into teaching, secretarial work, or some aspect of writing. They did little long range career planning in college, and revealed the need for guidance when they discussed their employment problems. They share the reading interests of English majors everywhere, but fewer of them aspire to write. They find opportunities for community service through church work and political organizations and chat with their friends at the weekly bridge club.

Excerpts—Interview of a Housewife Formerly in College Personnel Work

DR. BERRY: What was your favorite subject in high school?

HOUSEWIFE: English. I always read a lot. Periodical reading especially. I still do. I love to read any new magazine that comes out. I read the paper from cover to cover, except for the last month since the baby came. I love the newspaper.

DR. BERRY: When you went to college, did you know that first year that you would major in English?

HOUSEWIFE: No, I think I must have decided at the last moment. At the end of the sophomore year, when I had to declare a major. As I recall, that was the way it was. I just kind of drifted into it. By the end of the sophomore year, I had decided that I wanted to finish up in the college of liberal arts. It was a matter of choosing between philosophy, history, the humanities, or English. I just sort of chose English.

DR. BERRY: As you went through college, did you have any particular English teachers whom you thought were outstanding?

HOUSEWIFE: On the junior-senior level, yes. There were several. They were a change from the typical freshman-sophomore teachers. Those earlier teachers tended to joke about the subject, tried to be a good friend of the student, and that kind of thing rather than trying to offer a scholarly opinion on the topic at hand.

DR. BERRY: As you look back over your English major, do you consider your program in English a well-founded one? Were there subjects you wish you had or had not taken?

HOUSEWIFE: At the time I was satisfied. I think now they may be offering more courses than they did when I was in school. I am not real sure about that. I think now they have added courses in folklore, for example.

DR. BERRY: Did you have very much work in writing other than the basic courses required of all students?

HOUSEWIFE: No, I think there was one advanced course in composition, which I took and enjoyed.

DR. BERRY: When you finally finished college, did you have any career goals then?

HOUSEWIFE: No. I would say no even at this point. I was just kind of at loose ends. It was just kind of like having this baby. I didn't know what to expect about this either. It never crossed my mind.

DR. BERRY: Tell me what you did then after college.

HOUSEWIFE: Well, I took a trip to the East Coast with friends. We were gone six weeks. Then I came back home and tried to make some plans for fall. I ended up in Dallas. I got a secretarial job with an oil company.

DR. BERRY: Did you take any typing or shorthand in college to prepare for the job?

HOUSEWIFE: No, I just had typing in high school. I took a test and made a good score. They said I did fine and employed me. The job was in the credit department of the oil company and the job involved composing letters for the credit manager, who gave us the responsibility of composing the letters.

DR. BERRY: Did they want a college graduate for this job?

HOUSEWIFE: No, I don't think so.

DR. BERRY: So you took a trip East, then went to Dallas, and finally went to the employment agency to get a job. Did it take long to get a job after contacting the employment agency?

HOUSEWIFE: No, the agency was helpful.

DR. BERRY: How long did you stay on that job? Why did you leave?

HOUSEWIFE: I was dissatisfied with the job. The work was too routine. I didn't like my associates. Most of the women in the office were not as well educated as I. I didn't have much in common with them. I quit that job and left Dallas. From there I came back to Hutchinson, Kansas, where my mother was then living. I took a job in Hutchinson with a plumbing company. I was secretary to the president. This was interesting because the president was a fine old gentleman, a former KU graduate. We talked a lot, but I decided to go back to KU in June and do graduate work. Before I went back to KU to do graduate work, I had been offered this job in the office of the dean of women. I had visited KU in the spring and had discussed the field of personnel with the dean of women. She was in the process then of reorganizing her office. She had thought of adding two young college graduates to her staff to act as resident hall counselors, work in her office part time, and engage in graduate studies in guidance and student personnel work. I lived in the residence hall as part of the job. For the first year I worked part time, after that I worked full time. Her assistants rotated jobs from year to year. The various duties included Panhellenic, student activities, student government, residence hall counseling, scholarships, campus employment. I completed all of the work for the M.A. except the thesis. My husband thinks I should do it.

Dr. Berry: Why did you leave this job?

Housewife: Well, I got married a year before I left. My husband was in law school. When he finished, I naturally quit the job, and we came to Kansas City where he began law practice with an established firm.

Dr. Berry: You think that careerwise your life worked out all right? Would it have been better if you had had long range goals?

Housewife: No, I think it worked out all right. In fact, far better than I expected. I really did enjoy my work and felt quite comfortable in it. Of course, I got tired and frustrated sometimes, but that is to be expected. I think if I had not married I would have gone right on with it.

Dr. Berry: When I asked this question on the questionnaire, what did it mean to you? "To what extent is your undergraduate degree with an English major satisfactory preparation for marriage and family living?" What do you think I had in mind when I asked this question.

Housewife: Oh. I interpreted it to mean, did it teach you any values that would bring stability to your life. I can't see how else it would. You surely didn't mean vocationally. It wouldn't help you to sew better. I took it to mean did it help you to be resourceful as an individual. Has it helped you to be self-sufficient when you are alone.

Dr. Berry: What do you mean by the statement "Did it teach you any values that would bring stability to your life?"

Housewife: Oh, I think that an English literature major has a lot in common with someone who studies psychology. You deal in human motivations, and many of my professors stressed this. The human side of the character in a novel rather than literary criticism. The human motivation was stressed a great deal in my courses, and I think this is helpful. It increases your awareness and understanding not only of yourself but also of others around you.

Dr. Berry: You mentioned that English literature was related to psychology. You also mentioned studying guidance. Do you see any relationship between English literature and college personnel work?

Housewife: Well, I don't think I can give a very intelligent answer to that, really. Of course guidance is dealing with people, and here again you are back to human motivation. What makes people tick? What are the interrelationships between people? This is all definitely related.

Excerpts—Interview of a Housewife Formerly in Teaching

Dr. Berry: Why did you decide on the University of Missouri?

Housewife: I went to MU because I had been away to prep school in Washington, D. C., for two years, and I wanted to come home. I grew up in Sedalia, Missouri, from the age of eight on.

Dr. Berry: How did you feel about being off in an Eastern prep school?

Housewife: Well, it was a good school, but I was ready to come home. But that is where I really grew to love English. Well, for one thing, even earlier than that my grandfather read to me from the time I was a little girl. But I was also greatly inspired in this little school by our head mistress. She was outstanding in literature.

Dr. Berry: Going back to grade and high school, did you have any career ambitions during those years?

Housewife: Oh yes, from the time I was seven I wanted to be a nurse. I went to college with that plan. I originally had visions of going to Barnes Hospital in St. Louis studying nursing in the day and going to plays, ballet, theatre, and concerts at night. Then I found out that the nurses seldom have a chance to get out. I decided to go ahead and finish a degree at MU and major in English literature instead. I never did actually enroll in nursing.

Dr. Berry: Was this nursing the only career goal that you had earlier?

Housewife: Yes, and then when I lost that I did not know what I would do, really. I just knew that I loved literature and wanted to study it. I liked the professors very much at Missouri, so my prime ambition was to finish up. I enjoyed myself doing it. It was really the beginning of the junior year that I declared myself an English major, after I gave up the idea of nursing at the end of my sophomore year. I thought of taking some education courses, but I took one and it cured me. I didn't feel it was a very good course, and I thought it would be foolish to waste my time when they had such wonderful professors at Missouri teaching English.

Dr. Berry: Did your parents read much?

Housewife: Yes, they did, but they were not the intellectual type. Both my parents read for a while on people of foreign countries and life in various countries. We had a big library at home.

Dr. Berry: Were you a pretty good student at college?

Housewife: Yes, I was Phi Beta Kappa, but I never felt that I deserved it. I didn't make all *A*'s by any means. I had some *B*'s and *C*'s.

Dr. Berry: Your parents paid for your undergraduate education, but what about graduate school?

Housewife: Yes, my parents paid for my education up until graduate school and they paid for part of that. A scholarship covered the tuition at Claremont Graduate School in California.

Dr. Berry: Did you like living in California?

Housewife: Yes, I like it out there. I made a mistake of going to San Francisco, loved it, and was dying to get back; so that is what I did. I got this job selling reservations for an airlines by telephone. At that time I was willing to take anything I could get. I followed the want ads in the paper.

Dr. Berry: When you applied for jobs in San Francisco, did anyone say anything about your college background, your English major?

Housewife: Oh. they asked about your college background, but they didn't put emphasis on any particular major. They gave personality tests. About six of use who were English majors wound up doing this kind of work at the company I was working for. My primary objective though in getting a job in San Francisco was to live, so to speak. I was tired of studying.

Dr. Berry: You liked living in San Francisco. Then why did you leave?

Housewife: Well—I stayed out there for a year. My job was routine and dull, and I decided that I wanted to do something more worthwhile. The first thing I did was enroll at the University of California at Berkeley in the school of education. I tried to work at night and go to school in the day. That lasted about three weeks. I came back to Missouri and went to Central Missouri State College in the summer and took some education courses. I got a job teaching in a suburb of Kansas City on a temporary certificate. I had no trouble getting a teaching job at the elementary level. I first tried secondary, but they wanted a master's. I didn't have enough education courses either. I took the elementary job, and I loved it. At the end of the first year I went back to Central Missouri State to take the education courses necessary for permanent certification.

I loved teaching, very very much, and I think if I ever work again I will go back to that.

Dr. Berry: Do you read quite a bit now?

Housewife: Not very much now. I can't find the time. I hope I can again as the children get older. Right now I devote most of my spare time to them.

Dr. Berry: Did you ever have any particular interests in writing?

Housewife: I think I did when I was younger. I wrote some short stories when I was young. I never thought about it, however, in college. My primary interest in English was in studying literature.

Dr. Berry: Do you feel your college background with an English major was adequate preparation for marriage and family living?

Housewife: Well, I am very grateful for my English literature background. I will always be able to enjoy myself through my love of reading. I think basic courses in home economics could help, and perhaps something in nursing. But when I was in college I never thought of what I would have to do if I ever got married. I don't think many college girls do. And of course there are ways to pick up this knowledge as you go along. I think that reading literature and studying about people and their problems helps you to be more broadminded and helps you to understand people better. Of course the person you marry you are apt to understand anyway, but it would help you to understand your neighbors, friends, and others. It helps you to know what an ideal family would be.

Dr. Berry: You feel that either consciously or unconsciously your English major has helped you in your relationships with others and in establishing a home in terms of family relationships and cultural patterns; but at the same time that you were not too well-prepared for some of the more mechanical sides of the housework, and the work of rearing a family.

Housewife: That's right.

Dr. Berry: If you were doing this thing over, would you take an English major, or would you try some other field?

Housewife: Oh, I definitely would take the English major again, but I also think I would take the education courses necessary for teaching along with it.

Dr. Berry: How did you feel about your English courses at MU? Would you want to change any? Take more of one thing, less of another? That sort of thing?

Housewife: Oh, the department was pretty good, except for a little dead wood, but I think you find that anywhere. I wish I had more American literature.

9

English Majors Who Are Career Women

The thirty-one career women who participated in this exploratory study are the topic of discussion in this chapter. Of these, fourteen are married, thirteen single, and four divorced. It is hard to tell what the future holds for them, but many of these women will probably work for the rest of their lives. At least one thing is certain: The career women in this study faced many problems and concerns quite different from those of the men. Too often, they found it hard to decide on a career, prepare for it, enter into it, and move ahead.

By any standards, the English majors who are career women are a highly educated group. Twenty-six have taken work beyond their A.B., three have or will soon have their Ph.D.'s, one has an M.D., and several are trained as librarians or medical technologists. Of the thirty-one women involved, 58 percent were on the dean's list, compared with 80 percent for the women who have never worked and 37 percent for housewives no longer working. There is also some evidence to support the theory that career women come from homes of lesser means and are oriented to work early in life. Fifty-eight percent—far more than in any other group in this survey—worked while in college to help meet their expenses. Although these women later went on to careers in many different fields, all chose English as a major because of personal interest in the subject rather than vocational goals. They expressed their thoughts in statements such as these:

> Because I loved to read and discuss literature, I continually saw all of the emotions, problems, and joys of man in literature, and I wanted to know more about how authors achieved their successful portrayals. I had no vocational goals in mind when I declared the English major. Toward the end of the senior year, I began to think about teaching. (High School English Teacher)

> I don't know why I majored in English. I always liked to read, write, and even in grade school I was a good speller; so English was a logical choice. I had no vocational goals in mind, but I knew that I would find something to do and I did—several things. (Reporter)

> In high school I became interested in English literature. I was encouraged by my instructors in college to major in English as they felt I had writing talent. (Physician)
>
> I really had no vocational goals when I declared the English major. I majored in English because my parents wanted me to be a writer. I knew that I did not have the ability to be a writer, but I did like to read, liked literature and the classics, and decided to go ahead and take it. The personal satisfactions I have derived from my courses in English have made me a more well-rounded housewife, mother, and person. (Medical Technologist)

There are too many variables involved to give a detailed analysis of the typical career patterns of the women in this study. Certain trends, however, are sufficiently obvious to deserve notice. Most of these women emerged from their undergraduate years with little idea of the opportunities open to them. The majority found it necessary to return to school for some post-graduate training. The single career woman also had an advantage in the professional world; she was completely independent, while the married woman had to gear her career to that of her husband. The result was usually a low salary and less responsible position for the working wife. Charts 19 and 20 summarize the career patterns of both the single and the married career women in this survey.

Satisfaction with English Major

Most of these women were very satisfied with their liberal arts degree and English major. Indeed, eleven said if they did it over they would make no changes at all. Like the English majors in all other groups in this study, the career women made frequent recommendations for curriculum improvement in the areas of grammar, writing, communication, and linguistics. Others recommended more emphasis on American literature, philosophy, and creative writing.

Leisure-time Activities

The responsibilities that a career adds seem to limit the participation of these women in activities within their community. Their reading and writing interests, however, do not seem to have been restricted at all. Twenty-six of the thirty-one women involved indicated continued interest in writing; all but five appear to be voracious readers. A few of their comments—very similar to those made by women in other sections of this bulletin—follow:

> I have tried to write plays, short stories, and poetry. I have written several poems but have never submitted anything for publication. My writing attempts have been to satisfy my own standards rather than to sell, but I would have no aversion to money in return for my efforts.
>
> I have probably read 250 books during the past year, some of which were sheer escape fiction, some of which were social criticism, and some of which

Chart 19: Career Patterns of Married Career Women
June 1963

	Education	Undergraduate GPA, 4 Point Scale	Undergraduate Financing	Graduate Financing	First Employer	Second Employer
1	A.B. English, KU A.M. English Ph.D. English, in progress	3.8 Dean's List	Scholarship 40% Part-time job 40% Summer job 20%	Full-time job	Eastern university, 1955–57. 1961–63 Library assistant, $3,200 Also graduate study	
2	A.B. English, KU A.M. English Further study	3.0 Dean's List	Scholarship 20% Part-time job 40% Summer job 40%	Student asst 100%	Publishing company, 1954 Asst to editor (3 mo) Midwest, $3,600 Husband transferred	State university, 1955 Grad asst (1 semester) South, $1,200 per year Husband going abroad on job
3	A.B. English, KU A.M. English	3.1 Dean's List	Parents 100%	Scholarship 100%	Small town school, 1955–56 Elementary teacher Near home, $3,200 Husband changed jobs	TV station, 1956 Traffic secretary Home, $2,300. Quit to do Junior League work
4	A.B. Creative writing, MU Further study	2.6	Parents 50% Loan 25% Summer job 10% Part-time job 15%		Manufacturing co., 1957–59 Executive secretary Home, ——— Husband transferred	Housewife Tried free lance writing from 1959–61
5	A.B. English, MU B.J., MU A.M. English Ph.D. English, in progress	3.6 Dean's List	Parents 90% Summer job 10%	Scholarship 50% Student asst 50%	Department store, 1956 Copy writer (6 months) Home, $2,600, Quit to go to Graduate school	Department store, 1957–58 Proof reader South, $2,600. Quit to go to school again 2nd semester
6	A.B. English, KCU Further study	3.2 Dean's List	Parents 40% Scholarship 60%		Private school, 1955–56 Preschool teacher West, ———. Husband began grad work, moved to college campus	Private university, 1956–59 Executive secretary West, ———. Husband finished school, took job, elsewhere
7	Junior College A.B. English, KU Further study, Education	3.1 Dean's List	Parents 50% Husband 50%	Full-time job	Small town school, 1956–59 Elementary teacher Near town where husband works	Larger town, schools, 1959– Elementary teacher In town where husband works
8	A.B. English, KU		Parents 40% Scholarship 10% Part-time job 50%		University medical school, 1953–54, Research technician Midwest, $3,100. Quit to have baby	University medical school 1955–56, Research Midwest, $3,100. Second child, Husband took another job
9	A.B. English, KU M.D. KU	3.0	Parents 100%	Parents 100%	City hospital, 1960–61 Intern South, $1,300	State university hospital 1960– Health service physician Southwest, $9,000
10	Junior College A.B. English, KU Medical tech, hospital	2.6	Parents 75% Part-time job 25%	Stipend from hospital for med tech training	City hospital, 1949–52 Med technologist Midwest,$2,580. Husband took job in another city	County hospital, 1952–53 Med technologist Midwest, $3,600. Husband changed jobs (teacher)
11	A.B. English, KU A.M. English, KU Ph.D., English, KU Study abroad, 1 year	3.9 Dean's List Honors	Scholarship Summer job	Scholarship Student asst	University, 1961– Assistant professor South, $5,300	
12	A.B. English, KCU Grad study, education	3.6 Dean's List	G.I. Bill	Full-time job	Small town school, 1950–51 Elementary teacher Midwest, $1,600	Small town school, 1951–53 Elementary teacher Midwest, $2,300
13	Junior College A.B. English, KCU	3.6	Parents Husband		Secretary to husband who is engineer, 1957–62	Started own travel agency, 1962–
14	A.B. English, KCU		Parents 85% Part-time job 5% Summer job 10%		City schools, 1950–52 Elementary teacher Home, $2,400. Became pregnant	City schools, 1953– Elementary teacher Home, $6,400

CHART 19 (CONTINUED)

	Education (Column 1 repeated)	Third Employer	Fourth Employer	Fifth Employer	Comments
1	A.B. English, KU A.M. English Ph.D. English, in progress				Age 29, married, no children. Took 2 semesters of library science before deciding to be a college teacher.
2	A.B. English, KU A.M. English Further study	Foreign government, 1955–56 Teacher in prep school Middle East, $4,000 Husband returned to finish Ph.D.	State university, 1957–61 Public rel, instructor Midwest, $4,000 Husband finished Ph.D.	Decorator's firm, 1962– Business manager South, $2,600	Age 32, married, expecting first child. Husband is college professor.
3	A.B. English, KU A.M. English	Suburban school, 1958–59, 1960–62, elementary teacher Home, $4,000–5,200 Decided to substitute only	Suburban school board, 1962– Substitute teacher Home, $20.00 per day		Age 29, married, no children. Attended Smith College for one year before returning home for family reasons.
4	A.B. Creative writing, MU Further study	Milk company, 1961–62 Edited company publications Home, $4,560 Husband changed jobs	Publisher, 1963– Biographical writer West, Paid by piece		Age 27, married, no children. Transferred from private school to MU to study journalism and writing.
5	A.B. English, MU B.J., MU A.M. English Ph.D. English, in progress	Advertising company, 1958–59 Proof reader, copywriter East, $3,640–4,160. Quit to go back to school.	Private university, 1960–61 Graduate asst East,$2,000 Husband transferred	Private university, 1961–62 Fellow for research on doctorate East, $2,500	Age 28, married, no children. Now English instructor at Southern university where husband teaches. Salary $4,000.
6	A.B. English, KCU Further study	State university, 1962– Library secretary Southwest. Husband teaches at this school.			Age 30, married, no children. Husban is professor at state university.
7	Junior College A.B. English, KU Further study, Education				Age 32, married, 1 child. Married before completing college, stayed home a year then decided she wanted to finish college and work.
8	A.B. English, KU	State hospital, 1961–64 Research consultant Midwest, $6,000 + Work with husband in research.			Age 37, married, 4 children. Works with husband in research work. Interested in creative writing.
9	A.B. English, KU M.D. KU				Age 28, married, 3 children. Has interests in music as well as in medicine and studied voice many years.
10	Junior College A.B. English, KU Medical tech, hospital	Veterans Hospital, 1953–55 Med technologist Midwest, $3,600. Time out for having 3 children.	Hospital, 1961– Medical technologist Midwest, $4,800		Age 37, married, 3 children. Husband teaches in high school.
11	A.B. English, KU A.M. English, KU Ph.D., English, KU Study abroad, 1 year				Age 43, married, 2 older children. Outstanding college record. Interested in creative writing.
12	A.B. English, KCU Grad study, education	Suburban school, 1953–54 Elementary teacher Midwest, $2,500	Suburban school, 1954–44 Teacher Midwest. Left for better job	City schools, 1955– Junior high school teacher Midwest, $3,200–6,325	Age 40, married, 2 older children. Husband is school principal.
13	Junior College A.B. English, KCU				Age 49, married, 2 older children. Attended several private colleges before marriage.
14	A.B. English, KCU				Age 32, married, 1 child. Began in private college but didn't like it.

CHART 20: CAREER PATTERNS OF UNMARRIED CAREER WOMEN
June 1963

	Education	Undergraduate GPA 4 Point Scale Honors	Undergraduate Financing	Graduate Financing	Years Employed (Non-military)	First Employer
1	A.B. English, KU Summer study	3.3 Dean's List	Full-time job		37	Country rural schools, 1926–56 Elementary teacher Midwest, ————
2	A.B. English, KCU A.M. English, KCU	2.5	Parents, 2 years Full-time job for other	Full-time job	13	Manufacturing co., 1950–58 Bookkeeping Home, $6,500
3	A.B. English, KCU Further study, business	3.2 Dean's List	Parents 25% Scholarship 25% Loan 25% Part-time job 25%	Full-time job	10	Clothing mfr., 1953– Personnel manager Home, $7,500
4	A.B. English, KCU A.M. Education, KCU	3.1 Dean's List	Full-time job 80% Parents 20%	Full-time job	9	City school board, 1954–61 Elementary teacher Home, $3,000–5,000
5	A.B. English, MU A.M. English Further study, abroad	2.2	Parents 100%	Parents 60%	9	Radio station, 1954–55 Announcer, script writer Midwest, $3,500
6	Junior College A.B. English, KCU A.M. Education, KCU	2.5	Parents, 3 years then Full-time job	Full-time job	8	Studied medical technology in hospital program and entered that field first
7	A.B. English, MU B.J. MU	2.6	Parents 100%	Parents 100%	7	City newspaper, 1956–61 Reporter Midwest, $4,300
8	A.B. English, KU Further study	3.2 Dean's List	Parents 40% Scholarship 60%	Employer Full-time job	7	Aircraft co., 1956– Clerk, computer Midwest, $5,600
9	A.B. English, KU	3.2 Dean's List	Parents 25% Scholarship 25% Part-time job 25% Summer job 25%		7	Radio station, 1956–57 Manager, sports news West, $2,800
10	Junior College A.B. English, KU Study abroad	2.7	Parents 100%	Parents 100%	6	Newspaper, 1956–57 Reporter. Home, $2,700
11	A.B. English, KCU A.M. English, KCU	2.8	Parents 100%	Scholarship Part-time job	6	Chamber of Commerce, 1957–58 Public relations secretary Midwest, ————
12	A.B. English, KCU Further study	3.5 Dean's List	Scholarship Part-time job	Part-time job	6	Construction co., 1957–58 Secretary Home. $3,400
13	Junior College A.B. English, KU Further study	3.5 Dean's List	Loan 40% Scholarship 40% Part-time job 20%	Scholarship 50% Loan 50%	5	American Red Cross, 1958–60 Recreation worker Overseas, $3,500
14	A.B. English, KU Further study	3.1 Dean's List	Scholarship 50% Summer job 25% Part-time job 25%	Student asst 100%	5	Legal firm, 1958–59 Secretary Mountain states, $3,600
15	A.B. English, KU Further study, edu Med Records Lib cert	2.3	Parents 100%	Loan	5	City hospital, 1958–62 Supervisor, medical records Midwest, $5,000
16	A.B. English, MU	2.4	Parents 80% Scholarship 10% Part-time job 10%		5	U.S. Government, 1958–60 President's correspondence East, ————
17	A.B. English, PC Seminary study, 1 year Graduate school, 2 yrs.	2.8	Parents 70% Scholarship 30%	Parents 100%	3	City school board, 1960–61 Substitute teacher West, about $4,000

Chart 20 (Continued)

	Education (Column 1 repeated)	Second Employer	Third Employer	Fourth Employer	Comments
1	A.B. English, KU Summer study	Small town, school board, 1956– Elementary teacher Midwest, $3,000–4,000			Older woman, taught many years in smaller county schools before completing degree.
2	A.B. English, KCU A.M. English, KCU	City school board, 1958– Librarian Home, $5,600			Age 45, single, went to work before completing college, wants to teach.
3	A.B. English, KCU Further study, business				Age 43, single, left college before finishing, returned later.
4	A.B. English, KCU A.M. Education, KCU	Suburban school board, 1961– Elementary teacher Home, $5,400–6,450			Age 47, divorced, changed from city to suburban school teaching where morale was higher among teachers.
5	A.B. English, MU A.M. English Further study, abroad	Radio station, 1955–57 Promotion manager Southwest, $4,000	Attending graduate school Graduate asst, 1957–60	Private college, 1960–62 English instructor East, $5,000	Age 31, single, studying abroad at this time. Ph.D. in process. Interested in college teaching and writing.
6	Junior College A.B. English, KCU A.M. Education KCU	City school board, 1955– Kindergarten teacher Home, $3,600–5,900			Age 33, single, started in the field of medical technology but did not like it. Prefers teaching advanced grades.
7	A.B. English, MU B.J. MU	Publisher, 1961– Associate editor Midwest, $6,000			Age 29, single, interested in writing.
8	A.B. English, KU Further study				Age 28, divorced, feels that she has not settled on a career yet.
9	A.B. English, KU	U.S. Army Center, 1957–58 Clerk East, $3,175	Pregnancy and baby	Aircraft company, 1960– Technical writer West, $5,408	Age 29, divorced, one child.
10	Junior College A.B. English, KU Study abroad	National magazine, 1957 Secretary (6 mo) East, $3,000	National news service 1959–60, reporter Home, $3,900	City newspaper, 1961 Reporter Southwest, $5,600	Age 28, single, traveled Europe in 1958 until money ran out.
11	A.B. English, KCU A.M. English, KCU	Family apartments, 1958– Manager Home, ———			Age 32, single, took over family business after death in family, wants to eventually go to law school.
12	A.B. English, KCU Further study	Real estate co., 1958–60 Secretary Home, $3,400	Further study, 1960–61	Import-export business, 1962– Secretary Home, ———	Age 41 divorced, 3 children over ten, feels women should prepare for specific career while in college.
13	Junior College A.B. English, KU Further study	U.S. Army, 1961– Recreation specialist Overseas, $5,500			Age 28, single, likes recreational work in service organizations.
14	A.B. English, KU Further study	Study and travel in Europe	Education films, 1960–61 Production asst Midwest, $4,200	Suburban school, 1961– English teacher Midwest, $5,500	Age 26, single, went into teaching because she feels it makes better use of her intelligence.
15	A.B. English, KU Further study, edu Med Records Lib cert	Medical center, 1958–62 Director, medical records Midwest, $7,200			Age 33, single, had considerable difficulty finding a suitable vocation. Needed guidance.
16	A.B. English, MU	Vice president, 1960–61 Campaign secretary East, ———	National Congressional Committee, 1961– Assistant to Chairman, East		Age 27, single, likes politically oriented work but would have preferred a career in music.
17	A.B. English, PC Seminary study, 1 year Graduate school, 2 yrs.	Popcorn company, 1961–62 Secretary Home, $3,300	Private school, 1962–63 English teacher Home, $4,700		Age 28, single, had considerable difficulty securing a teaching position in hometown.

> were best sellers. I spend at least twenty hours a week reading, and I read about six magazines which I subscribe to.
>
> I wrote an article on the Hippocratic oath which was published in a state medical journal in 1960. I have always thought that I would do some writing sometime in the future, but when? I am an M.D. and the mother of three small children.

Advice to Other English Majors

The advice which these career women would give to other English majors reveals their concern over their own need for earlier vocational guidance. Many had themselves floundered about uncertainly before becoming established in a career. In general, they recommended either electives that would provide a vocational outlet or follow-up in a professional school. A few typical suggestions follow:

> One possible job for an English major is in advertising; however, the English major who is considering advertising should take some advertising courses while she is in college. They are offered in the journalism school.
>
> The English major should definitely know typing, if he does not already. Any job which an English major can get seems to require a knowledge of typing. Possibly more work in journalism courses would be advisable for the English major since publishing is a good field of employment. Any course that would teach the methods for research would also be advisable. Library work is another career possibility, but this would require social or special work in a library school. It should not be taken until after the completion of the A.B. degree.
>
> I think the English major should think realistically about what she wants to do while she is still in college, and electives should be chosen accordingly. Otherwise, she should plan to enter a professional school after completion of the A.B. degree.

Summary

The English majors who are career women are a highly educated and verbal group. They share the interests of other English majors in reading and writing, though they are not as active in community affairs. They value their English major but believe more help should be available in career planning.

Excerpts—Interview of a Personnel Manager

DR. BERRY: Going back to elementary school and high school, what career goals did you have in mind?

PERSONNEL MANAGER: I wanted to be a writer; always, I wanted to be a writer. When I was in grade school—I think if we are going to discuss the English department in particular—I received the finest sort of foundation for an appreciation of English language and literature starting in the kindergarten at the private grade school I attended. The teaching staff was excellent. The classes were small. They were select. You have to face that, but their methods of teaching were so far advanced. When I went to public school, I was a good four years ahead of any of the others in my class—in history, English, geography. I had an unusually good foundation, and this encouraged me in writing. I also was ahead in languages, but the public schools didn't have any. We were encouraged to write, to do creative writing. Even when I was six years old, I was doing creative writing. Even when I went to Baker University, I still had the thought of going into writing. I worked on the newspaper and hoped to eventually end up in journalism. I was an English major and took some journalism there.

Dr. Berry: After two years, the depression forced you to drop out of college. Did you have any trouble getting a job?

Personnel Manager: No, because I had worked on the *Kansas City Star,* so that is where I went. First I went to business school though for six months and learned to type and take shorthand. For several years I worked in the cashier's department. I gave up the writing career at that point.

Dr. Berry: Suppose you give me a little rundown on your employment?

Personnel Manager: I worked at the *Star* until 1942. I left and went to a greeting cards firm. I was interviewed and put in the personnel department. I did some counseling, preliminary interviewing, supervisory work, etc. I stayed there one year. It was during the war, and there was a call for people to help serve their country. I talked to a recruiting officer, and I was employed right after. That was the first time I had ever been away from home on a job. I was placed in the personnel office of the department of the Navy, Washington, D.C. I went to night school at the time, too, at George Washington University. I studied English, drama, etc. I also went to the Army Industrial College and took some business courses. After VJ day I came back home. I had decided that I wanted to get into management work of some kind—consulting work probably. I talked to a consulting firm here in the city, but I could not meet their qualifications. I had no master's degree. However, they put me through quite a battery of tests. They decided I had a number of qualifications they wanted, but they felt they must have the master's degree. They knew of a garment industry here in town that wanted someone with about the background I had. They recommended me, I went out, and that was my first taste of the garment business. I took the job. I started back to school at night. First I went to Time and Motion School. I attended that for three months, I think, then I went out and enrolled at the University of Kansas City. I had been turned down for a job in Washington—because I didn't have a degree—so I realized the importance of getting one. It was pretty grim, but I passed and got the degree in 1953. In October of 1952, I went with another garment industry where I now am, a larger company. I went in as personnel manager. They had never had a personnel department, and no one knew exactly what a personnel department was. I established the department. I have been there since '52 but there is still a lot to be done. I do all recruiting, hiring, transfers, promotions, demotions, terminations, counseling, labor relations in every way. Right now I am writing a handbook. I do some wage and salary, all insurance programs, workman's compensation, first aid, life insurance.

Dr. Berry: Do you feel that your A.B. degree with the English major is suitable for the kind of work you do?

Personnel Manager: Well, yes I think so. It has been helpful in several ways. My company did not really care whether or not I had a degree, for that matter. The company president has a master's from an Ivy League school, but he is not terribly degree-minded. I think an English major is one good general outlook on the whole of life. I think that is one of the intangible benefits. Of course I have had a number of business courses, too.

Dr. Berry: Did your study of literature help you to understand better the people with whom you deal?

Personnel Manager: Well, that is partly something you have to learn by experience; for I am dealing with many people who cannot even sign their own names. They had no opportunities for any type of education. However, I feel that my reading, my interest in literature, has been an asset. I think so far as business in general is concerned my English major has been of benefit in helping me express myself both orally and in the written word. I write a good many reports which I hope are better because of my background.

Dr. Berry: Do you read a lot?

Personnel Manager: Yes, quite a bit. I subscribe to the *New Yorker,* and the *Harvard Business Review.* I read who-dun-its. They are relaxing. I read novels and biography. Once a year I reread *Walden.* It sort of gets me into shape again. I have many books of my own. They kind of run me out sometimes. My apartment isn't too big, but I have lots of books, paintings, art work, records, and maps.

Dr. Berry: Going back and looking at the colleges you attended, are you satisfied with your education?

Personnel Manager: It is very hard for me to assess my time at Baker University. It has been a long time, and I was very active socially. I did enjoy George Washington University. It was very stimulating. It would be hard for me to judge all of the factors involving university programs at KCU since I went only to night school. After I got my A.B., I went back and took about thirty hours of business courses at night.

Dr. Berry: Do you regret not taking the original degree in business?

Personnel Manager: No. Oh, no. That is the only way. You need the foundation of a liberal arts degree before going to business school, and of all of the liberal arts, I feel English gives you the broadest foundation. I know people in business who have taken all of their college work in a professional field, and these are the people who have a tough time in management. They lack the broad background and understanding necessary to cope with people and situations. Many companies have sent management personnel back to school to study the liberal arts. They are trying to humanize them. I feel that a liberal arts degree is preferable as a foundation for almost any field. English is an especially good major because through it one can get this overall knowledge of history, politics, science, philosophy. In English one can get more of a world outlook on many, many things, even religion. All of these fields are explored through courses in English. Therefore, I feel it is preferable. English encompasses many fields.

Dr. Berry: I think this pretty well covers many of the things that I wanted to discuss with you. Do you have anything you want to add?

Personnel Manager: I could add this. In interviewing, many job applicants even with two years of college have a poor English background. I had a girl the other day come in to apply for a job. She had completed two years of college. She filled out an application for a job "fileing," she learned about the position through a "newspaper add." In college she said her major was English. She went to high school here in Kansas City. I think this is extremely sad.

Excerpts—Interview of an English Major in Teaching

Dr. Berry: Going back to your early years in grade and high school, what were your career goals during that time?

Teacher: When I was a child and going into my teens, I thought that I would go into full time church work. I thought this even in college. I was interested in teaching from the very beginning, but I was more interested in teaching in a church-related school, perhaps in the mission field. This is why I went to seminary after leaving Park College after graduation. But I found out that, if I went into the church as a director of Christian education, most of my work would be executive work. I began to feel that I wanted to do actual teaching, so then I changed from seminary and went to San Francisco State College for two and a half years. I studied for the general secondary teaching credential in California. I got it in 1960. As for my overall goals, I think I have always been interested in teaching. My father was a teacher as well as a preacher.

Dr. Berry: When did you decide on the English major?

Teacher: Oh, when I first went to college, I knew that I wanted to major in English. Since I first started reading at the age of six, I have loved books, and I have devoured them ever since. We have quite a large library at home. Everyone in my family loves to read. This major in English literature interested me because I loved to read. Then I thought about it later in terms of teaching it.

Dr. Berry: But you think it was your love of reading that lead you into an English major? Did you have any interest in writing?

Teacher: Yes, it was my love of reading that led me into it. I have had an interest in writing ever since I was a teenager. I wrote about ten or fifteen verses through the years. When I was in college, I had a couple of poems published in the college literary magazine. I did take a creative writing course, but I have never written professionally nor have I published professionally.

Dr. Berry: Tell me about your plans after you left Park.

Teacher: Well, the summer after I graduated I took a job as a Girl Scout camp counselor out in Colorado. I wanted to go to seminary, but I wanted to earn some money first. I came back to Kansas City and got some jobs through an employment agency. Secretarial work. Then I got a job as director of Christian education in a church in a small town in Kansas. I was there for three months. I didn't like it at all, and I thought, well, I had to do something else. The church didn't like me either. They said I wasn't qualified. I had not had seminary training. They suggested I go to seminary. I came back to Kansas City and took a course in education at the university. I think it was a philosophy of education course. It was very good. That fall I enrolled in seminary just outside of San Francisco in a little town called San Anselmo, California. I was going to get my M.A. in Christian education. I decided that I did not want to go into the administration end of Christian education, so I left after one year. I decided I wanted direct teaching, so then I decided to go to San Francisco State College. I got an apartment in San Francisco with another student and stayed there two and one half years to get my teaching credential.

Dr. Berry: What did you do when you finished there?

Teacher: Well, I tried to get a position teaching in San Francisco, but they didn't need me. I finally got a job as a long term substitute. This is a substitute who is assigned to long term periods like if a woman teacher is pregnant and wants to take off a semester to have a baby.

Dr. Berry: What did you do next?

Teacher: Well, the next job they gave me was home teaching. I held that job three months. I had six students; each had a reason why he or she could not go to school. One boy was in very poor health, two girls were pregnant, and one had a broken leg, and I forget what was wrong with the other two. I bought a second hand car and drove around San Francisco and taught them in their homes. I taught them all subjects. When summer came, I did office work and tried to get a teaching job in the San Francisco area, but I couldn't get one. There are more teachers out there than there are in the Midwest, and it seems that many flock out there. Pay is higher. Consequently it is harder to get a job teaching out there. I took an office job and kept doing that into January. I came back home and applied for a teaching job in Kansas City, but I didn't get one here either. When I came back, it was in the middle of the school year, and there were no vacancies. I took an office job. In the meantime I waited for a job with the public schools. Late in the spring I got word there were no vacancies for which I would qualify in Kansas City. Then I started to apply to private schools. I wrote to several private schools and got on at one.

Dr. Berry: How do you like your job teaching in a private girls' school?

Teacher: I just love it. The classes are small, the students are bright, they are attentive, they work hard. At least 99 percent are this way. My largest class was fifteen; my smallest, nine. There is a vast difference between teaching public and private schools. For example, I had one class of twelve sophomores, and they consistently made all *A*'s on essay tests. They were excellent students. I'll bet you couldn't find a single public classroom where that is true. The ability and the attitude of private school students is superior to that of public schools. Their attitude toward the teacher and the school is one of respect.

Dr. Berry: What about professional organizations?

Teacher: I used to belong to the American Association of University Women, but I have not kept up my connection. I belong to the National Council of Teachers of English and get the journal. When I am not reading a book, I may be reading a professional magazine.

Dr. Berry: You have spent a long time in school, about seven or eight years in college. Now you are working on your master's degree at the University of Kansas City. What are your major interests at the A.M. level?

Teacher: I am taking my major in English in the English department.

Dr. Berry: You have gone to school a long time and you do not yet have your A.M. perhaps because you were uncertain of your goals. If you had it to do over, what changes would you make in choice of college? Career? Major?

Teacher: Well, I would make only one change, really. I would not go to seminary. It was a professional school for a profession I did not go into. I would still have taken the liberal arts degree before preparing for teaching. I would also have gone to Park College. Sometimes I wish I could do it all over again, I enjoyed it so much.

Dr. Berry: How did you feel about the English department at Park College and your major there?

Teacher: I should say that they have changed the college a great deal since I was at Park. They are now on the tri-semester plan, and there have been many curriculum changes. As I understand it, I think I would offer a little bit more grammar. In other words, if the situation at Park today were like it was when I went there, I would add more work in grammar, the history of the language, linguistics. I had all literature at Park. It was not until I got to San Francisco State that I had courses in history of the English language and modern English grammar. This is one reason I feel my experience at San Francisco State was so valuable.

Excerpts—Interview of a Medical Records Librarian

Dr. Berry: Thinking back to your grade and high school days, what were your early vocational goals? Or did you have any?

Librarian: I didn't have any. I didn't even have any when I went to college. I majored in English in college, because there was nothing else for me to major in. I really don't like it. I like writing some; that was my primary interest in English. I hated old English novels, and that seems to be all I ever got into.

Dr. Berry: You said it was the only thing for you to major in. Surely there was something else you could have mastered.

Librarian: Well, I guess I selected it because I like to write. I had a lot of English in high school, and I always did well in it. I had no reason to think it would be much different in college.

Dr. Berry: Did you read much as you grew up?

Librarian: I used to read. In high school and grades and even in college I read a great deal, but not the real heavy kind of reading.

Dr. Berry: Are you telling me that this interest in reading and writing was killed during your undergraduate years?

Librarian: Not in writing, but in reading it was. I was overloaded on English courses and this was wrong. In college I was in poor health and I took a limited load most of the time. One semester I took eleven hours of English, all literature, and three hours of accounting. This was an impossible load. I dropped the accounting so that I could struggle through the eleven hours of English. I hated it.

Dr. Berry: I am surprised that you did not change your major, feeling as you did.

Librarian: I didn't want to lose credit. If I had changed majors, I might have lost hours. Then it would have taken me longer to get through. It took five years as it was, for I took a limited course.

Dr. Berry: After you get into college, during the freshman and sophomore years students begin to talk about what they want to do or plan to do careerwise. What about you?

Librarian: I didn't think about anything. I was engaged all through college to a fellow I knew from my home town. I don't think I really thought about a career. I thought I would get married. I had no vocational goals. Even if I hadn't been engaged, I doubt if I would have had any. After school was out and I graduated. I broke up with the fellow I was engaged to. I decided that I had to do something, so I went back to KU and took primary education.

Dr. Berry: How long did you stay in the school of education? Tell me your reactions.

Librarian: Well, this was primary education. I think all this talk about treating the child as an individual is well and good, but they get carried away with it. It drove me nuts. And I didn't think some of the instructors were very good in the school of education.

Dr. Berry: Well, after you left KU, you went on to medical records school in Denver. How did you like it? What did you do after that?

Librarian: I liked it very much. After I finished, I worked on a research study in Fort Collins from June until October. This was a Professional Activities Study. My roommate and I both worked, and we hoped to contine doing this. The Kellogg Foundation financed it, and it was hoped that they would pay for it to be done in many hospitals around the country. It didn't, so I came back to the Midwest and took a job in a hospital. I was in charge of the hospital records.

Dr. Berry: How do you feel about this work? Do you expect to stick with it?

Librarian: I love it, and I expect to stay. I make $7,200, which is a good salary for a woman. I expect to be making $10,000 to $12,000 within ten years; I hope I do anyway. There are very few people in this field, only about 2,000 nationally who are qualified for it. The opportunities are limitless. You can get jobs anywhere. There are about thirty or more openings advertised in our journal each month. Salaries range from $6,000 to $10,000. There really is a demand.

Dr. Berry: You hinted earlier that your English program was not well rounded. That you would have liked a broader program. What would you have liked to have taken?

LIBRARIAN: More creative writing, that is what I really liked, what I really wanted, and what I didn't get.

DR. BERRY: Would you have wanted any courses in liguistics, semantics, or anything like that?

LIBRARIAN: No, I don't think so; but I would have liked more contemporary writing.

DR. BERRY: Do you have much of a library?

LIBRARIAN: No, not much. Most of my reading is light. Like Howard Spring.

DR. BERRY: Now if you could repeat your college experiences what changes would you make?

LIBRARIAN: I wouldn't have majored in English. At another school, the English department might have been better, I realize, but I am soured on it. So knowing what I know now, I would not have majored in it. I would have planned from the start for a career in medical records.

DR. BERRY: In spite of the fact that if you were doing it over again you would change your English major, do you find your background in English any help in your work?

LIBRARIAN: Yes, it is. I have to write quite a few reports, and it helps in that way. I edited a book for a doctor several years ago and it was a help. I think an English major would be a help in any type of library work. In spite of my lack of interest, I have to admit it is a help. I think it has been a significant help in organization of materials, writing reports, etc.

Summary of Part 2: The Women

Seventy-six of the 117 women who were contacted in this study responded to the questionnaire. This is 65 percent. Information received on 9 of the 41 who did not reply reveals that there is no significant difference. As a group, the women revealed these characteristics:

1. Women who majored in English tend to make superior grades in college. Fifty-four percent of the women had a cumulative grade-point average of 3.0 or more on a 4 point scale. This compares with 29 percent of the men.
2. As with men, women's personal interests rather than future careers motivated them to choose the English major. Women who majored in English did so because they liked the subject, had an interest in reading and writing, and wanted a liberal arts education.
3. Among English majors, women who major in English have more difficulty than men in making a vocational choice and finding a

place for themselves in the career world. They appear to know very little about the job opportunities open to them or their potential in the career world. They feel that more information should be made available to them while they were in college. They urge other women who major in English to give serious consideration to vocational choice while they are still in college. They urge them to seek assistance from any available counseling service if they have difficulty in making a choice.

4. Like the men who major in English, the women recommended that future English majors strengthen their major by taking more course work in writing, grammar, linguistics, and communication.
5. Women who major in English are ambitious to write and publish, either as a hobby or in their professional fields.
6. In spite of their difficulties, women who major in English are loyal to the liberal arts degree and English major. They believe it offers an important opportunity for personal enrichment and self-enlargement.

In conclusion, it might be said that women who major in English should find important assistance in this publication. For those who marry upon completion of college studies there seems to be no problem at all. But for those who plan to pursue a career, it is the writer's suggestion that they study carefully the problems encountered by the women in this study, their solutions to them, and then refer again to Section I which describes the recommendations and solutions of male English majors. For many women who major in English the liberal arts degree should be considered only the first step, though an important one, in their education. They should consider following it up by attendance at a professional school—education, law, medicine, social work, business, library science, medical records work, or clinical psychology, among other possibilities. For those seeking immediate employment upon completion of the A.B. degree, they should consider combining their English major with secretarial training, enter some type of employment that requires writing ability, or seek out those career fields that require only a liberal arts degree and in which any special training is given by the employing organization or firm.

Appendices

I. Descriptions of Participating Schools, 1954-58

University of Kansas, located in Lawrence, Kansas, 40 miles west of Kansas City, Missouri. A state university established to serve the young people of Kansas, its proximity also makes it attractive to residents of Kansas City, Missouri. It has a nonselective admissions policy. 1954 enrollment, 7,603 in the university, 2,643 in the liberal arts college; 1958 enrollment, 9,241 in the University, 3,109 in the liberal arts college.

University of Missouri, located in Columbia, Missouri, 140 miles east of Kansas City. A state university which also attracts many students from other parts of the country because of the reputation of its journalism school. It draws more students from the St. Louis metropolitan area than it does from Kansas City, where it is in competition with the nearby University of Kansas. It discourages enrollment by students in the lower third of their high school graduating class. 1954 enrollment, 9,516 in the University, 2,662 in the liberal arts college; 1958 enrollment, 13,187 in the University, 2,946 in the liberal arts college.

Rockhurst College, located in Kansas City, Missouri. A Jesuit-sponsored liberal arts college for men. Although its major purpose is to serve young men living in the Kansas City area, it also attracts students from a distance because of a good reputation. 1954 enrollment, 499 in day school, 627 in evening division, 1,126 total day and evening; 1958 enrollment, 694 in day school, 833 in evening division, 1,527 day and evening.

Park College, located 5 miles north of Kansas City, Missouri. A Presbyterian-sponsored, coeducational, liberal arts college, which enrolls students from all parts of the state and nation. It has a college work program which helps participating students reduce college costs by as much as 25 percent. 1954 enrollment was 345; 1958 enrollment was 346.

University of Kansas City, located in Kansas City, Missouri. A private university established in 1933. Fees are reasonable when compared with other private institutions. Most of its students live at home and many work part time while attending college. It also enrolls a large number of older students who carry only one or two courses while working full time. 1954 enrollment, 3,013 in the University, 1,416 in the liberal arts college; 1958 enrollment, 3,701 in the University, 1,947 in the liberal arts college.

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III. Research Questionnaire

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
COMMITTEE ON CAREERS FOR ENGLISH MAJORS

I. PERSONAL DATA ______________________

Give name and address unless you wish to ______________________

remain anonymous. ______________________

Age............ Sex: Male............ Female............

Marital Status: Single........ Married........ Divorced........ Widowed........

Number of Children: Under age 5........ Age 5 to 10........ Over age 10........

From what college did you receive your A.B. Degree? Was it near your home? Why did you attend this college?

Why did you major in English? What personal and vocational goals did you have in mind when you made this choice?

What special honors did you receive during your college years? (List such items as Dean's List, honorary fraternity, officer of campus group, winner of essay contest, yearbook editor, homecoming queen, athletic awards, et cetera.)

List the extracurricular activities in which you participated during your college years. How much of your time was devoted to these activities? (Sports, Greek organizations, clubs, dramatics, literary groups, et cetera)

II. CAREER INFORMATION

A. The following questions are to be answered by those who entered the employment field immediately after completing college studies in the field of English.

Did the college placement office assist you in obtaining your first job? If so, in what way? If not, how did you go about getting your first job?

Was your English major a factor in obtaining your first job? In what way?

What is the relationship between your present job and your English major?

If you were taking your English major today, would you alter it in any way? If so, how? (For example, would you want to add certain courses in writing, semantics, communications, grammar, linguistics? Would you place less emphasis on certain courses?)

Would you recommend any specific electives to be taken by the English major who plans to seek employment immediately after completing his A.B. degree? If so, which subjects? What advice do you have for such an English major?

What do you expect to be doing ten years from now?

B. The following question is to be answered by those who used the English major as preparation for entrance into a professional school. (Law, medicine, education, business, journalism, et cetera.)

Was your undergraduate program satisfactory preparation for the professional school that you entered? Explain your answer.

C. The following questions are to be answered by housewives who are not employed. If you are a housewife who has been employed previously, answer the questions in both Part A and Part C under Section II of this questionnaire.

What specific aspects of your English program have you found to be personally most rewarding at this stage of your life?

Do you consider your undergraduate program with an English major a satisfactory preparation for marriage and family living? Explain your answer.

III. PERSONAL-SOCIAL-CIVIC AFFAIRS

Describe the kind and extent of your participation in professional, civic, and community affairs.

What are your recreational, social, and leisure time interests? How much of your time do you devote to these activities?

What kinds of reading do you do now? (List magazines you regularly read and books you have read in the past year.) How much time do you devote to reading?

Explain any interests you may have in writing. Now or in the future. (List any writings in process, publications, or aspirations in this field).

If you had it to do over again, what changes would you make in your choice of college? Undergraduate major? Career?

IV. EDUCATIONAL DATA

Give the following information on colleges and universities you have attended.

Name of institution and division (if university)	Location	Dates of attendance	Degree held	Major field of study (minor if any)

List any significant training or study not accounted for in the above table.

Describe the kinds of grades you made in college by checking the column most applicable to you.

	Undergraduate liberal arts	Graduate liberal arts	Professional School
Straight A or nearly so			
All A's and B's			
Mostly B's and C's			
C average			
Almost straight C			

Show how you financed your college education by listing the appropriate percentage of contribution from each of the following sources. Check the columns applicable to you.

	Undergraduate	Graduate	Professional school
Parents			
Relative			
Loan			
Scholarship, fellowship			
Part-time work			
Summer work			
Student assistantship			

IV. EMPLOYMENT RECORD

Give a complete record of full time employment since completion of college studies. Begin with your first position and list jobs in chronological order. If you were unemployed for a period of five months or more, will you explain what you were doing during that time in the appropriate space.

Employer Name and address	Dates of employment	Job title, and description of work done	Yearly salary	Reason for job change